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ABSTRACT

Prepared pursuant to new Maryland accountability requirements, this report offers information on access and equity; student goal achievement; transfer preparation; employment and economic development; and student involvement, community involvement, and cultural activities at Charles County Community College (CCCC). The report's preface provides background on the accountability requirements, CCCC's mission, and the use of faculty and staff focus groups to explore the college's mission and outcomes. The accountability focus group calendar and questions are included. The next section presents data on CCCC's provision of educational access and equity, focusing on such indicators as the enrollment of minority, at-risk, and economically disadvantaged students; staff and faculty diversity; and nontraditional instructional offerings and enrollment. Next, CCCC's long-range objectives with respect to student goal achievement are outlined, and information is provided on graduate characteristics, graduation rates, graduates' ratings of the college, employment and transfer rates, and dropouts' reasons for not returning. Next, indicators of CCCC's success in preparing students to transfer are presented and analyzed, including transfer rates, relationship of CCCC and transfer majors, and student satisfaction. The next section focuses on CCCC's contributions to regional employment and economic development, including information program completers who passed the required licensure exams in nursing, enrollments in certification programs, program completers' satisfaction with their preparation for employment, and business contracts. The final section enumerates the college's goals with respect to student involvement, community involvement, and cultural activities; and lists indicators to be measured and sources of information. (MAB)

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CHARLES COUNTY COMMUNITY COLLEGE

PERFORMANCE ACCOUNTABILITY REPORT

MARCH 1993

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Prepared by

Gohar Farahani

Director of Institutional Research and Assessment Department

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PREFACE

In 1988, new accountability requirements were mandated as part of the legislated reorganization of higher education in Maryland. Senate Bill 459 required each higher education institution to: (1) clarify its mission and submit its mission statement to the Maryland Higher Education Commission for approval; (2) develop and implement a performance accountability plan which identifies the indicators of success in achieving the college's mission; and (3) based on the accountability plan, report annually on the institution's effectiveness in achieving its mission.

In December 1989, Charles County Community College submitted its mission statement to MHEC and received its approval. Based on the approved mission statement, the college began work on its performance accountability plan by establishing a committee to draft the plan. A faculty committee was charged with developing and implementing procedures by which the college's general education core, adopted by the faculty in 1987, might be assessed (see General Education Section). Through a series of small group meetings, the draft plan was reviewed by 145 students, faculty, staff, and trustees. In response to the reviewers' concerns, the plan was modified and approved by the Board of Trustees at its May 1991 meeting.

The performance accountability plan is organized around the college's mission statement and the college's long range plan. For each aspect of the mission statement, those outcomes which would indicate the degree to which the college achieves that aspect of the mission have been determined. For each indicator, the source for the appropriate data is identified. The college's goals and objectives correlate directly to the structure of the Accountability Plan. Those goals and objectives intended to accomplish each aspect of the mission are presented.

To facilitate the analysis process, sources are shown next to the indicators in each section. Most of the sources listed in the octagons, have been (or will be) regularly collected by the Institutional Research and Assessment Department from existing reports, surveys and the college's computerized records. Data were analyzed by the Institutional Research and Assessment Department and representative of different areas. This report will be provided to the planning council and objectives for the next five years will be devised.

It is important to consider that outcomes measurement in higher education is not an exact science. There are many unresolved issues regarding what is to be measured and what is really measurable. This plan attempts to identify some indicators of institutional quality; the annual reports will measure the degree of success on those indicators. In order to be useful, the resulting data must be carefully interpreted and tracked over a period of years. The college's assessment processes will be enhanced by this serious consideration of its performance against predetermined measures.

While it is expected that the outcomes measures will reveal some very important facts about the college, gaining an understanding of the college's effectiveness requires a much more comprehensive study.

The outcomes measures must be considered in light of the results of other evaluative activities, and must be weighed against those environmental factors which impact the college's performance. Thus, the college community will be required to make judgements about the meaning and the implications of the outcomes data. Through careful analysis and creative planning, the college will be improved.

METHOD:

On April 10, 1992 an announcement was published in the Friday Report, inviting all the college's faculty and staff to participate in the "Accountability Study Focus Groups" (Appendix 1) to review the Accountability Report. Many faculty and staff signed up for each focus group according to their interest and their expertise. A copy of the college's mission statement and the appropriate section of the report were sent to them. They were asked to review the materials prior to the meeting and come prepared. To assure the uniformity of the focus groups, four questions were designed (Appendix 2) and introduced to the participants at the beginning of each session. The moderators for each session were one of the deans and the Director of Institutional Research and Assessment Department. As a result of the discussion in the focus groups, the presentations of some of the data elements were enhanced. Based on the recommendations, implications for each indicator were prepared by the deans and added to the report.

At the end of each session participants were asked to evaluate the session. All the participants agreed anonymously that the focus groups' discussions were very productive and helpful to understanding the mission statement of the college and the outcomes of the colleges' activities. The list of focus groups' participants is presented below:

1. Access and Equity Focus Groups:

Group 1:
Moderators:
Elaine Ryan, Executive Vice President
Gohar Farahani, Director of Institutional Research & Assessment Department
Participants:
Penny Appel, Director of Learning Assistance and Reading Department
Becky Cockerham, Director of Operations Department
Pat Schroeder, Women's Program Administrator
Maria Bryant, Instructor, Social Sciences, Human Services, and Teacher Education Department
Jean Jones, Director of Publications Department

Jean Fuller, Director of Media Services Department

Group 2:
Moderators:
Elaine Ryan, Executive Vice President
Gohar Farahani, Director of Institutional Research & Assessment Department

Participants:
Edna Troiano, Chair of Languages and Literature Department
Bob St. Pierre, Director of Student Development Department
Raymond Mignogna, Chair of Mathematics, Physics, and Engineering Department
Bernice Brezina, Instructor, Technical Studies Department
George Kraus, Associate Professor, Biological and Physical Sciences Department
Joan Middleton, Director of Career Services and Cooperative Education Department

2. Transfer Preparation:

Group 1:
Moderators:
Ann Smith, Dean of Career and Technical Education Division
Gohar Farahani, Director of Institutional Research and Assessment Department

Participants:
Priscilla Helm, Assistant to the Executive Vice President in Calvert Campus
Jo Williams, Dean of Arts and Sciences Division

Group 2:
Moderators:
Jo Williams, Dean of Arts and Sciences Division
Gohar Farahani, Director of Institutional Research and Assessment Department

Participants:
Catherine Parker, Director of Library
Rex Bishop, Chair of Business Department
Bob St. Pierre, Director of Student Development Department
Dave Reichard, Professor, Mathematics, Physics, and Engineering Department
Bill Montgomery, Chair, Biological and Physical Sciences Department
Roger Horn, Professor, Languages and Literature Department
Carolyn Carlyle, Associate Professor, Languages and Literature Department
Doug Zabel, Associate Professor, Biological and Physical Sciences Department
Ron Brown, Professor, Fine Arts and Humanities Department

3. Student Goal Achievement:

Group 1:
Moderators:
Audrey Ware, Dean of Continuing Education and Community Services
Gohar Farahani, Director of Institutional Research and Assessment Department

Participants:
Harry Waldrop, Associate Professor, Biological and Physical Sciences Department
Bob St. Pierre, Director of Student Development Department
Jill Cowie, Executive Director of JTN
Ann Spencer, Professor, Biological and Physical Sciences Department
Bob Tate, Coordinator of Career Counseling/Job Referral

Group 2:
Moderators:
Audrey Ware, Dean of Continuing Education and Community Services
Gohar Farahani, Director of Institutional Research and Assessment Department

Participants:
Tom Gorecki, Assistant Professor, Technical Studies Department
Bill Emley, Professor of Mathematics, Physics, and Engineering Department
Penny Appel, Director of Learning Assistance and Reading Department
Trevor Carpenter, Director of Physical Education & Intercollegiate Athletics Depart ment
Arlene Taylor, Allied Health Course Manager
Margaret DeStefanis, Chair of Nursing and Health Technology Department
Barbara Stephanic, Assistant Professor, Fine Arts and Humanities Department
Noreen Briley, Assistant Professor, Nursing and Health Technology Department
Larry Chappelear, Professor, Fine Arts and Humanities Department

4. Student Involvement and Cultural Activities:

Group 1:
Moderators:
Jo Williams, Dean of Arts and Sciences Division
Gohar Farahani, Director of Institutional Research & Assessment Department

Participants:
Catherine Parker, Director of Library
Sandra Tull, Coordinator of Alcohol/Drug Resource and Training Center
Pat Billeter, Director of General Services
Michelle Brosco, Public Relations Officer

Michelle Simpson, Theater Manager
Judy Schroeder, Executive Secretary, Dean of Arts and Sciences Division
Margaret DeStefanis, Chair of Nursing and Health Technology Department

Group 2:
Moderators:
Ann Smith, Dean of Career and Technical Education Division
Gohar Farahani, Director of Institutional Research & Assessment Department

Participants:
Don Smith, Assistant Professor, Mathematics, Physics, and Engineering Department
Richard Jackson, Director of Facilities Department
Trevor Carpenter, Director of Physical Education & Intercollegiate Athletics Department
Lillian Pailen, Chair of Fine Arts and Humanities Department
Ellen Plissner, Coordinator of Student Activities
Denise Bickford, Community Service Course Manager
Betty Winkler, Manager of Information Center
Anne Barbour, Scheduling Coordinator

Appendix 1

ACCOUNTABILITY FOCUS GROUPS

Goal Area	Date	Time	Facilitator
Access & Equity	April 22	9 - noon	Elaine
	April 27	1 - 4 pm	Ann
Student Goal Achievement	April 29	9 - noon	Audrey
	May 11	1 - 4 pm	Elaine
Transfer Preparation	April 28	1 - 4 pm	Jo
	May 6	9 - noon	Ann
Employment & Economic Development	April 23	1 - 4 pm	Audrey
	May 13	9 - noon	Ann
Student Involvement, Community Involvement & Cultural Activities	May 4	9 - noon	Jo
	May 20	1 - 4 pm	Elaine

OUTCOMES ASSESSMENT FOCUS GROUP TOPICS

1. What does the data indicate? What are we doing well? What is our most serious problem in this area?

2. Is there a comparison base that we need to consider?

3. What is a reasonable target over the next five years?

4. Are the objectives in the five year plan appropriate?

ACCESS AND EQUITY

The college intends to provide equity and access to all who can benefit from its programs and services by providing opportunity for qualified individuals of Charles County and the Southern Maryland area from a variety of age groups to pursue quality post-secondary transfer programs, career programs, credit courses, and continuing education courses.

Long Range Goals

I. Open admission and equality of service to students of all backgrounds regardless of age, race, gender, sexual preference, religion, ethnicity, or disability.

II. Providing placement testing and advisement to assist students in selecting an appropriate course of study.

III. Offering instruction in multiple locations and in a variety of time frames.

IV. Using a variety of instructional methods, includingclassroom, laboratory, practica, internship, cooperative education, and telecourses.

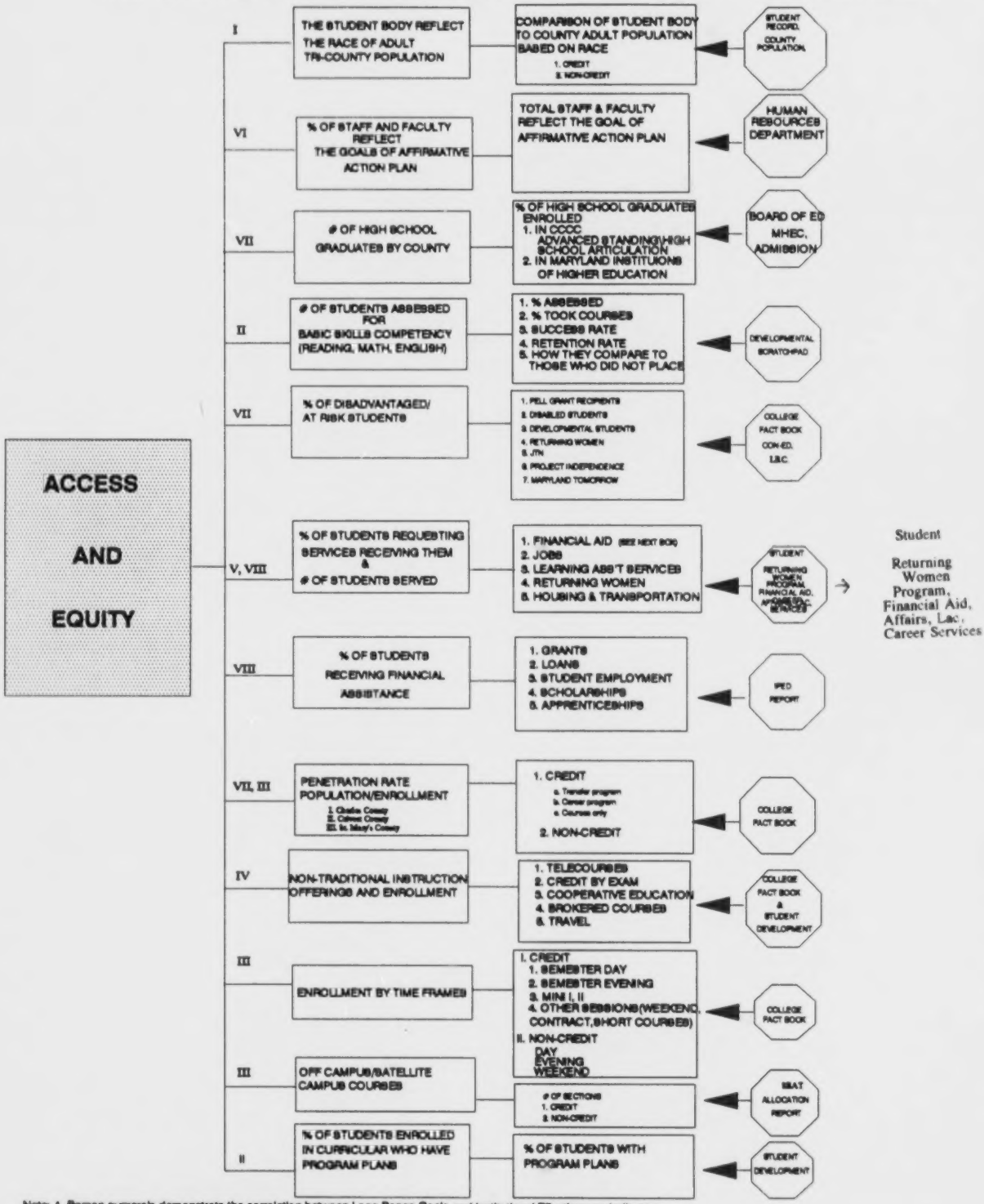
V. Providing support services, such as academic monitoring, support, groups, supplemental instruction, tutoring and counseling.

VI. Incorporating the goals of affirmative action in efforts to recruit and retain students, faculty, and staff.

VII. Ensuring that a broad range of programs and activities are available to serve the variety of populations in the community: senior citizens, high school students and graduates, military personnel, youths, disabled people, returning women, employers and employees.

VIII. Providing quality educational services at a low cost and providing financial assistance to students.

INSTITUTIONAL EFFECTIVENESS INDICATORS & SOURCES



Note: 1. Roman numerals demonstrate the correlation between Long Range Goals and Institutional Effectiveness Indicators.
2. Information in the octagons demonstrate the sources.

ACCESS.DRW

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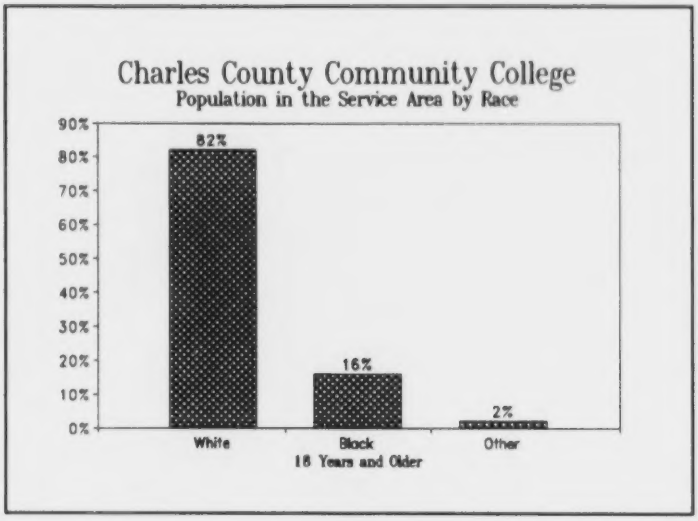
INDICATOR

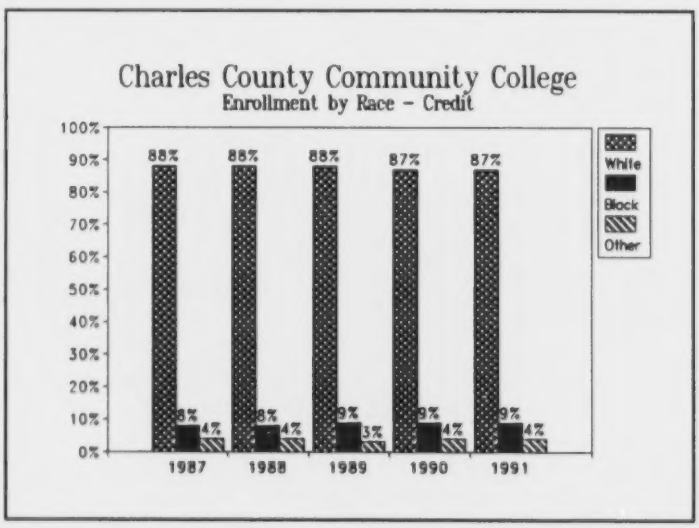
The student body reflects the race of adult tri-county population.



ANALYSIS

Census'90 data suggest that, of the total population aged 18+ in the tri-county area, 82% are white, 16% are black, and 2% are other minorities. As of fall 1991, 87% white, 9% black, and 4% other minorities were enrolled in CCCC.

IMPLICATIONS



Through the "Minority Student Achievement Action Plan," which is based on **Credit Enrollment**, it has been determined that the college should enroll an African-American population in sufficient numbers to equal 16 percent of the college's total enrollment. This 16 percent proportion of the college's enrollment would then equal the percent of Afro-American minorities aged 18 years or older in the college's tri-county service area. The activities to effect the increase are described in Part III of the "Minority Student Achievement Action Plan." The college intends to achieve 13.5% African-American enrollment over a five-year period by fall 1996.

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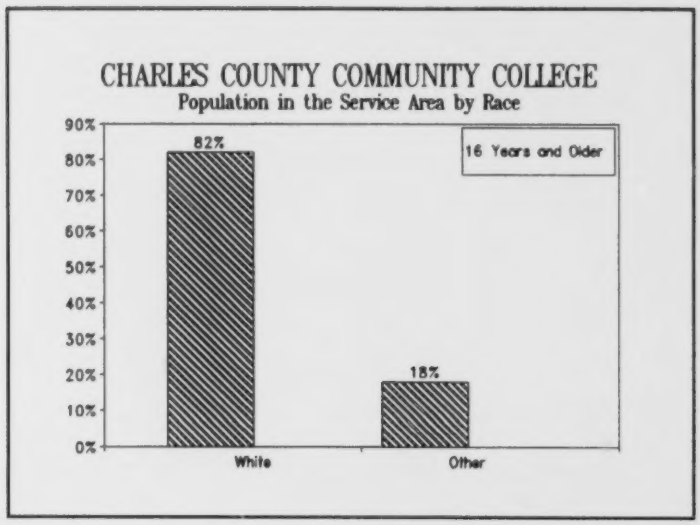
INDICATOR

The student body reflects the race of adult tri-county population.

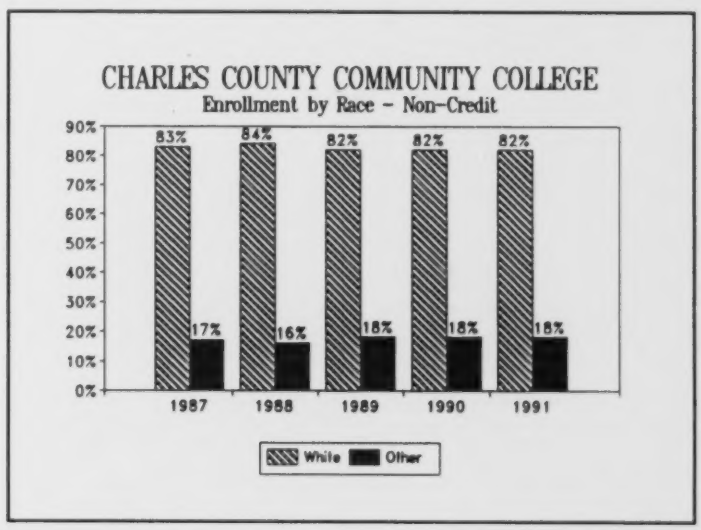


ANALYSIS

Census '90 data suggest that, of the total population age 16+ in the tri-county area, 82% are white and 18% are minorities. Since 1989, the proportion of minorities enrolled in non-credit courses was exactly the same as the total population living in the tri-county area.

IMPLICATIONS

The college should continue efforts to attract minorities to enroll in non-credit courses at the same or higher rate.



\ONE\NOCRPORA.WP

Affirmative Action Utilization Analysis
Based on Race

As of September 30, 1989	Total Population	Percent Underutilized	Total Number Needed
Full-time Faculty	56	13%	7
Administrative	41	7%	3
Professional	23	6%	1
Secretarial/Clerical	62	27%	17
Technical/ParaProf.	15	10%	2
Skilled Craft	5	0	0
Service/Maintenance	32	0	0
TOTAL	234		

As of September 30, 1990	Total Population	Percent Underutilized	Total Number Needed
Full-time Faculty	61	3%	2
Administrative	30	0%	0
Professional	22	0	0
Secretarial/Clerical	60	0	0
Technical/ParaProf.	73	8%	6
Skilled Craft	4	0	0
Service/Maintenance	33	0	0
TOTAL	283		

Affirmative Action Utilization Analysis
Based on Race

As of September 30, 1991	Total Population	Percent Underutilized	Total Number Needed
Full-time Faculty	71	3%	2
Administrative	30	3%	1
Professional*	46	8%	4
Secretarial/Clerical	70	5%	4
Technical/ParaProf.*	44	0	0
Skilled Craft	5	0	0
Service/Maintenance	36	0	0
TOTAL	306		

INDICATOR: Incorporating the goals of affirmative action in efforts to recruit and retain faculty, and staff.

ANALYSIS: The utilization analysis indicates that minorities (race) are underutilized in the following job categories: Faculty (3%), and administrative (3%), professional (5%), technical paraprofessional (8%), and secretarial (3%).

IMPLICATIONS:

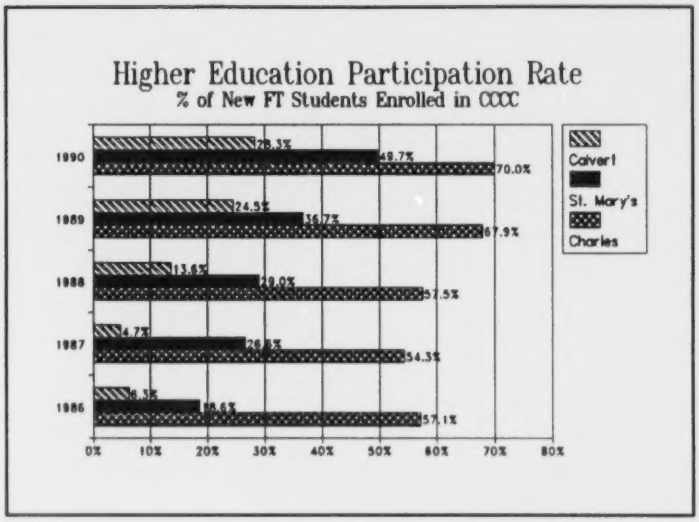
While the college saw significant improvement in utilization in 1990, the 1991 hiring freeze affected its ability to continue that improvement. The college has an Affirmative Action Plan and an Affirmative Action Committee which respond to the utilization data (see Affirmative Action Plan).

*NOTE: The department of Human Resources reviewed job positions at the college to determine appropriate job category classifications as defined by the EEO Compliance Manual. Based on the review some positions were changed from technical/ paraprofessional to professional. The 1991 Affirmative Action Utilization Analysis reflects this change.

SOURCE: Human Resources Department
AFFIRM.WP

INDICATOR

Percentage of new high school graduates enrolled in Maryland higher education institutions who enrolled in CCCC. Percentage of residents enrolled in Maryland higher education institutions who enrolled in CCCC.

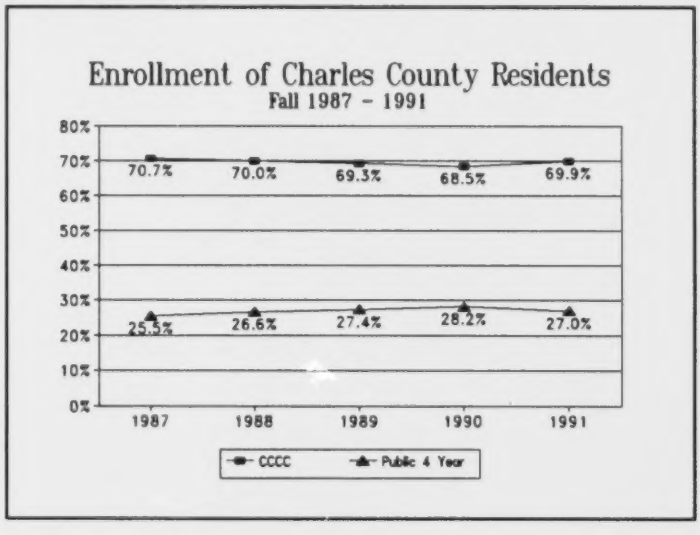


ANALYSIS

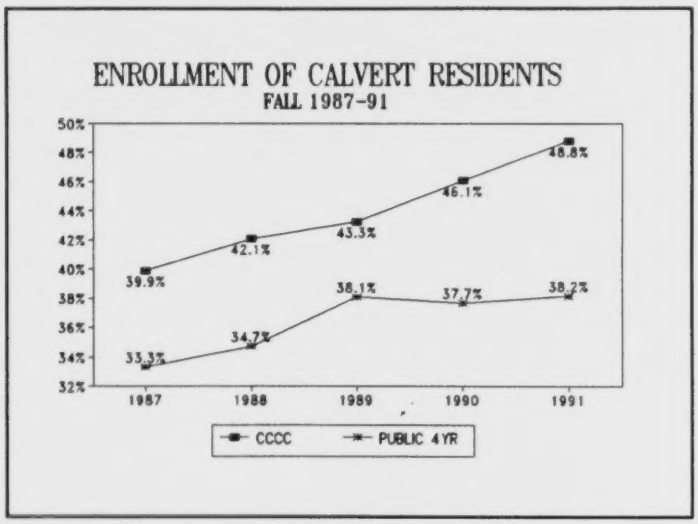
The percentage of the high school graduates who went on to college full-time who chose to attend Charles County Community College rose between 1986 and 1990 for each of the three Southern Maryland counties. In Calvert, the proportion of students who enrolled at CCCC more than quadrupled, from 6% in 1986 to 28% in 1990. The increase was not as extreme in St. Mary's County, though the percentage increased two and a half times, from 19% to 50%, over the same period. The proportion of Charles County high school graduates who went on to CCCC increased by about a quarter, from 57% in 1986 to 70% in 1990. The proportion of area residents enrolled in the community college increased significantly from 1987. The proportion exceeds that of the state and Charles county and exceeds the proportion enrolled in 4-year colleges in St. Mary's and Charles counties, though both counties experienced slight declines between 1990 and 1991.

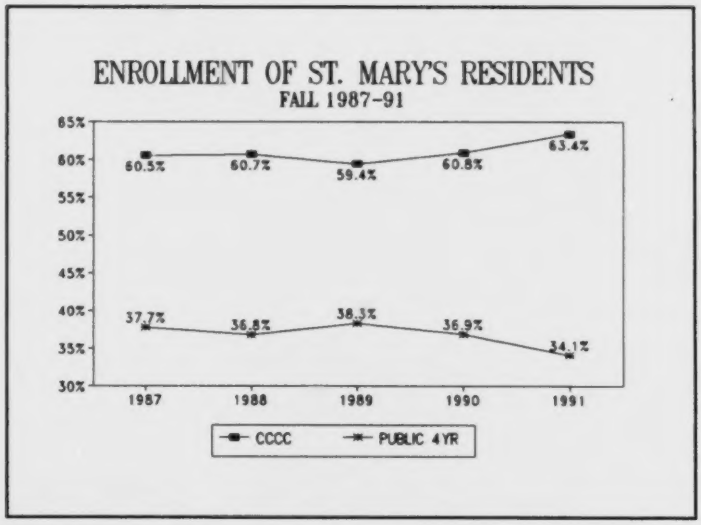
IMPLICATIONS

Though the number of high school graduates in the tri-county area has declined (see p.7), the proportion of graduates attending the community college has seen significant increases. In Charles County, the proportion exceeds that of the state as a whole (54.4%). It is expected that the Tech Prep program will have a significant impact on



the proportion of high school graduates in the tri-county area attending the community college. Until adequate facilities are available to offer full-time day programs in St. Mary's and Calvert Counties, it is expected that the proportion in those counties will lag behind Charles. Given adequate facilities and the increase in the number of high school graduates enrolling in higher education, the proportion of St. Mary's and Calvert County recent high school graduates attending CCCC should at least reach 54%. The proportion of all residents of Southern Maryland attending the community college exceeds the state average of 49.3%. Calvert County residents enrolled at other community colleges brings the proportion of residents attending a community college to 58.2%. However, Calvert County government has recently phased out its tuition subsidy program for residents attending colleges other than CCCC. Thus, the proportion of Calvert County residents attending CCCC should continue to increase.





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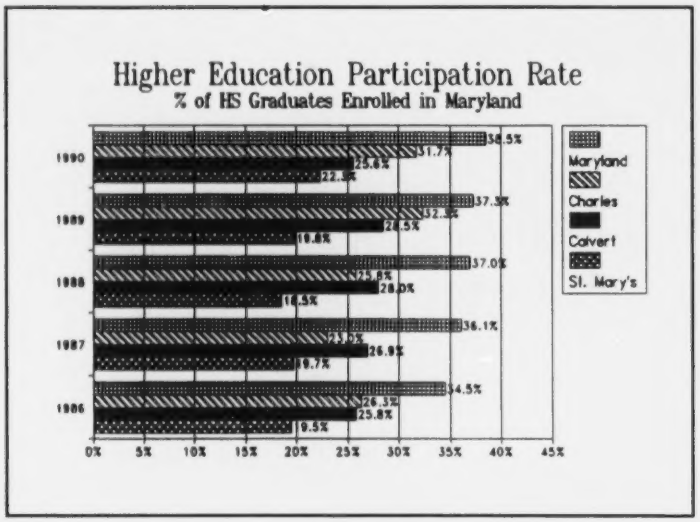
INDICATOR

Percentage of new high school graduates enrolled full-time in Maryland institutions of higher education.



ANALYSIS

Between 1986 and 1990, the proportion of public and private high school graduates in Maryland who attended a Maryland college or university full-time after graduation increased from 35% to 39%. The higher education participation rates for Charles, Calvert, and St. Mary's counties were not as high as those for the state, but those counties showed an increase over the period as well. The rate rose from 26% to 32% for Charles County graduates, and from 20% to 22% for St. Mary's County graduates. In Calvert County, the higher education participation rate rose from 26% in 1986 to 28% in 1989 before falling back to 26% in 1990.

IMPLICATIONS

The college needs to continue to work through the Southern Maryland Educational Consortium to encourage students in the tri-county area to aspire to higher education. It is anticipated that the Tech Prep project will have a significant impact beginning in 1995. The proportion of high school graduates in the three Southern Maryland counties who enroll in Maryland Higher education institutions should equal that of the state as a whole.

SOURCE: Maryland State Department of Education-Office of Management Information Systems
Enrollment by Place of Residence in Maryland Institutions of Higher Education, MHEC

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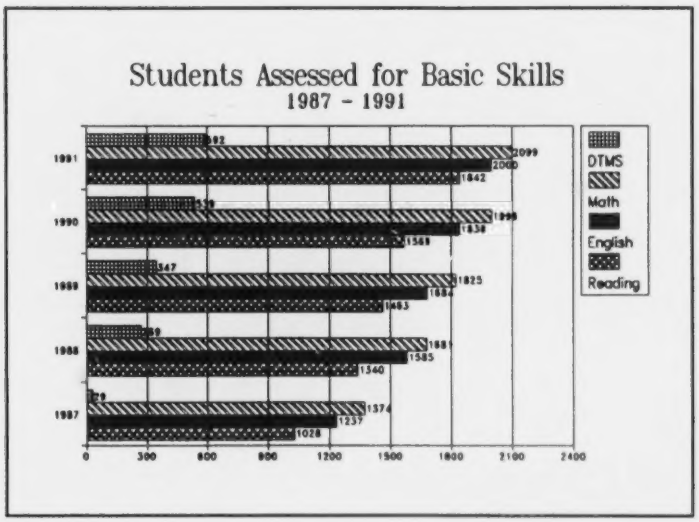
INDICATOR

Number of students assessed for basic skills competency (reading, math, English).



DTMS*

Descriptive Test of Math Skills is the follow-up test given to any student whose score on part 1 of the math placement test is below 9. This test places the student into either MTH 0980, 0990 or 1000.

ANALYSIS

The number of placement tests given for fiscal year 1991 was 78% higher than the number given for 1987. The number of reading tests given increased from 1,028 to 1,842, the number of English tests rose from 1,237 to 2,000, and the number of math placement tests given increased from 1,374 to 2,099. The number of Descriptive Tests of Mathematics Skills given increased from 29 for fiscal year 1987, the first year for which it was given, to 592 for 1991. This test is given to students who place in developmental math on the basis of the first math test to determine their correct course placement.

IMPLICATIONS

As enrollment increases and the college encourages students to take their placement tests early in their college careers, it is anticipated that the number of placement tests given will continue to increase.

Over the last several years, the college has collected extensive aggregate data about the developmental student population. Because there were no external comparative data available and the total numbers in each category were small, reliable inferences could not be made to assess the effectiveness of the program. Therefore, a decision was made to change the in-house designed placement tests to a nationally normed placement test.

In-house designed placement tests have proven inadequate to the

needs of the students and the college, the college in this year piloting a nationally normed placement test (ASSET). The ASSET test will replace two in-house designed tests. With the implementation of the ASSET testing, the college expects to gain access to comparison data from colleges with similar student bodies. The implementation of the ASSET test will be closely monitored and outcomes data will be distributed as it becomes available.

The college is also seeking outside funding for a student tracking system which will give useful data regarding developmental student success in college-level courses. The student advisement system is being restructured and the college's placement policies are being reviewed. It is expected that the combination of these efforts will allow the college within five years to develop a profile of the successful developmental student.

There are technologies available which will allow developmental instruction to be delivered in a much more efficient and effective manner. The application of these technologies would allow the college to individualize instruction for skill development, measure outcomes more quickly, and adjust curriculum more appropriately. It is anticipated that these technologies will be integrated into the college's developmental program within the next three years.

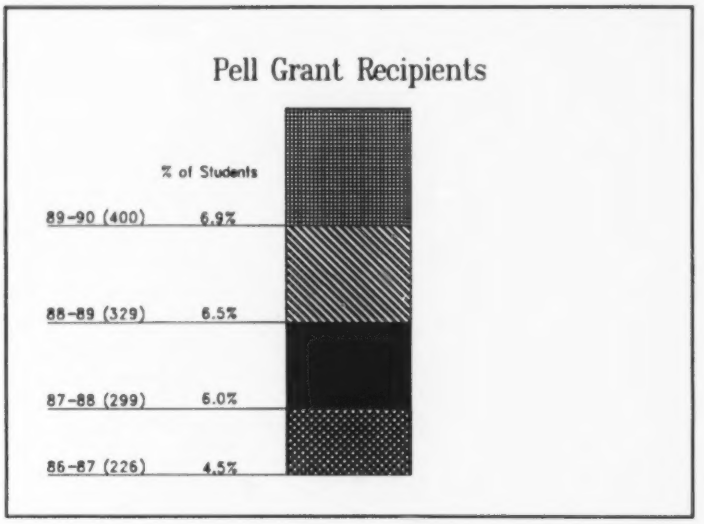
File name: devnumbr.wp

INDICATOR

Number of disadvantaged/at risk students.

DEFINITION

The largest federal aid program, Pell Grants, offers up to $2,300.00 per year in assistance based on financial need. Recipients must be at least half-time students.



ANALYSIS

The only available indicator of economically disadvantaged students served is the number of Pell Grant recipients. The college has recently begun to request family income on student surveys. One indicator of the proportion of the population served that is economically disadvantaged is the proportion of the public school population qualifying for free/reduced price meals. That proportion for Southern Maryland is 14%; the proportion for the state population is 23% (Maryland School Performance Program Report, 1991). Thus, the proportion of Southern Maryland's population that is economically disadvantaged is proportionately smaller than that of the state as a whole. Compared to other community colleges in the state, Charles has a relatively small proportion of the student body who are Pell Grant recipients. The average for all community colleges in the state was 11.1% in FY'90. The number of Pell Grant recipients at this college is rising as is the proportion of the student body receiving Pell Grants.

IMPLICATIONS

Based on the current trend of increasing Pell recipients, the economic climate, and the recent reauthorization of the Higher Education Act, it is anticipated that the college will see significant increases in Pell Grant recipients over the next several years.

The college needs to continue its efforts (e.g. Financial Aid Nights, news releases, etc.) to inform disadvantaged populations of the availability of Pell Grants and to increase the resources available to the Financial Assistance Department to allow efficient processing of Pell Grant applications. Programs such as the Southern Maryland Intervention Program and Talent Search will

encourage economically disadvantaged public school students to seek higher education. Within two years, the proportion of students receiving Pell Grants should increase 10%, and within 5 years, the proportion should equal the proportion of economically disadvantaged in the public school population.

PELL GRANT TRENDS
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1989 AND 1990

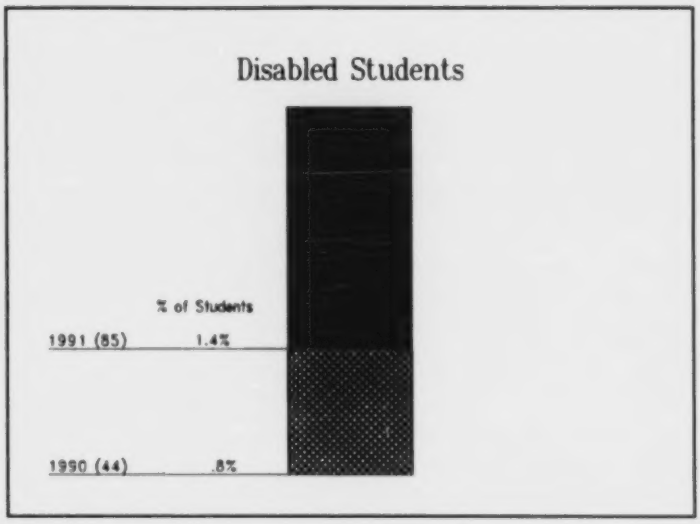
College	Fiscal Year 1989 Fall 1988 Enrollment	Total Number Pell Grants	% Receiving Pell Grants	Average Pell Grant Award	Fiscal Year 1990 Fall 1989 Enrollment	Total Number Pell Grants	% Receiving Pell Grants	Average Pell Grant Award
Allegany	2,220	904	40.7%	$1,324	2,474	985	39.8%	$1,293
Anne Arundel	11,664	523	4.5%	$1,032	11,824	671	5.7%	$1,093
Baltimore	4,487	2,037	45.4%	$1,135	4,549	1,851	40.7%	$1,120
Catonsville	11,444	807	7.1%	$1,114	12,207	938	7.7%	$1,220
Cecil	1,447	154	10.6%	$1,087	1,632	185	11.3%	$1,008
Charles	4,966	299	6.0%	$1,006	5,141	330	6.4%	$971
Chesapeake	2,247	206	9.2%	$1,142	2,235	207	9.3%	$1,155
Dundalk	3,206	466	14.5%	$1,080	3,336	502	15.0%	$1,099
Essex	10,218	975	9.5%	$1,002	10,728	1,146	10.7%	$1,044
Frederick	3,470	230	6.6%	$1,136	3,687	264	7.2%	$1,093
Garrett	612	219	35.8%	$1,155	611	264	43.2%	$1,118
Hagerstown	2,641	451	17.1%	$1,047	3,164	574	18.1%	$1,033
Harford	4,454	323	7.3%	$1,096	4,808	349	7.3%	$1,123
Howard	3,925	244	6.2%	$1,064	4,198	298	7.1%	$1,029
Montgomery	21,565	1,691	7.8%	$1,207	22,177	1,718	7.7%	$1,313
Prince George's	13,443	1,122	8.3%	$1,066	13,381	1,196	8.9%	$1,102
Wor-Wic Tech	1,032	356	34.5%	$924	1,247	413	33.1%	$917
Total	103,041	11,007	10.7%		107,399	11,891	11.1%	
Average award				$1,117				$1,139

Sources: MHEC Financial Aid Summary (S-5) and SBCC Databook

Prepared by Research & Planning Office, Chesapeake College
02-11-92

INDICATOR

Number of disabled students.



DEFINITION

A disabled person is anyone with a physical or mental disability that substantially impairs or restricts one or more of such major life activities as walking, seeing, hearing, speaking, working or learning.

A history of such disability, or the belief on the part of others that a person has such a disability, whether it is so or not, also is recognized as a handicap.

NOTE: The data provided are based on self-reported student information. Because of the reluctance of students to share personal information, the data may not accurately reflect the actual number of students with qualified disabilities as defined above.

ANALYSIS

The number of disabled students, as well as the proportion of students who are disabled, increased significantly from fall 1990 to fall 1991. Compared to other community colleges, the proportion of Charles' student population with disabilities is slightly below the average of 1.7%.

IMPLICATIONS

It is expected that the number of disabled students will continue to increase as the Americans With Disabilities Act begins to take effect. Transportation for disabled students in Charles County has been improved significantly. Efforts to make college facilities accessible need to be concluded and opportunities to enhance transportation for disabled students in Calvert and St. Mary's County need to be investigated.

DISABLE.WP

ENROLLMENT BY DISABILITY
MARYLAND COMMUNITY COLLEGES
FALL 1990

College	TOTAL	Disabilities								
		Hearing	Learning	Mental	Physical Movement	Sight	Speech Impairment	Multiple	Other	Unknown
Allegany	38	2	4	2	9	5	1	1	4	10
Anne Arundel	163	12	64	5	79	3	0	0	0	0
Baltimore	0									
Catonsville	185	15	125	0	10	25	0	0	10	0
Cecil	16	2	2	1	0	4	4	0	3	0
Charles	44	4	15	0	9	2	1	6	6	1
Chesapeake	88	13	3	0	15	29	2	10	16	0
Dundalk	47	4	3	5	25	2	0	1	5	2
Essex	228	9	112	14	24	16	1	37	15	0
Frederick	61	6	33	1	3	4	1	1	12	0
Garrett	0									
Hagerstown	41	2	7	9	6	1	0	3	13	0
Harford	0									
Howard	104	2	62	7	11	4	0	7	11	0
Montgomery	392	28	239	0	55	15	0	0	55	0
Prince George's	113	23	32	4	22	7	1	5	12	7
Wor-Wic Tech	11	3	0	0	4	2	0	1	1	0
TOTAL	1,531	125	701	48	272	119	11	72	163	20

NOTE: Data are based on self-reports by students; some handicapped students do not declare their handicap status.

Source: SBCC Survey

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ENROLLMENT BY DISABILITY
MARYLAND COMMUNITY COLLEGES
FALL 1991

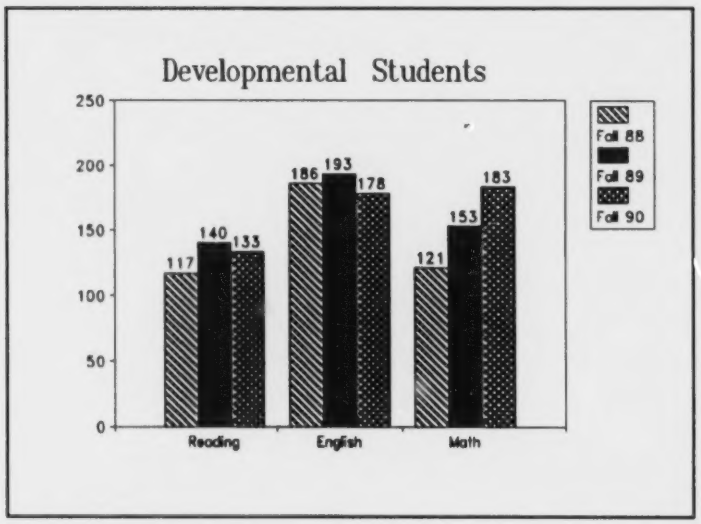
College	TOTAL	Disabilities								
		Hearing	Learning	Mental	Physical Movement	Sight	Speech Impairment	Multiple	Other	Unknown
Allegany	44	4	12	2	14	3	2	2	1	4
Anne Arundel	176	7	67	15	83	4	0	0	0	0
Baltimore	109	3	30	19	14	3	0	25	15	0
Catonsville	208	24	113	10	22	20	0	0	19	0
Cecil	16	2	2	1	0	4	4	3	0	0
Charles	85	8	33	0	16	3	3	3	19	0
Chesapeake	83	13	5	0	7	26	2	8	22	0
Dundalk	59	4	18	5	19	3	0	3	7	0
Essex	229	6	110	19	13	8	1	27	37	8
Frederick	124	10	81	7	7	2	2	2	13	0
Garrett	4	0	4	0	0	0	0	0	0	0
Hagerstown	41	4	12	10	8	3	0	2	2	0
Harford	80	3	28	1	25	3	0	6	14	0
Howard	104	8	72	5	6	3	0	6	4	0
Montgomery	498	44	302	0	63	17	0	0	67	5
Prince George's	129	36	40	2	20	5	3	6	17	0
Wor-Wic Tech	27	4	4	4	9	5	1	0	0	0
TOTAL	2,016	180	933	100	326	112	18	93	237	17

NOTE: Data are based on self-reports by students; some handicapped students do not declare their handicap status.

Source: SBCC Survey

INDICATOR

Number of disadvantaged/at risk students.



ANALYSIS

The enrollment in Developmental Math was the only area that rose between fall 1988 to fall 1990.

IMPLICATIONS

Approximately 10% of all credit students enrolled in developmental courses in fall 1991 although more than 20% placed in developmental. The college is adopting nationally standardized placement tests in spring 1993. Colleges with similar demographics report significant increases in the number of students who placed in developmental courses when standardized tests were adopted.

\TWO\DEVELOP.WP

INDICATOR

Number of disadvantaged/at risk students.

Women 25 Years Old & Older		
	Enrollment	Penetration Rate
Fall 91	2103	2.72
Fall 90	1908	2.47
Fall 89	1920	2.48

DEFINITION

Women over 25 years of age who are returning to the classroom are considered returning women.

ANALYSIS

According to the 1990 Census the total female population, 25 years and older in the tri-county area is 77,327. The penetration rate among this group at CCCC has increased almost 10% since Fall 89.

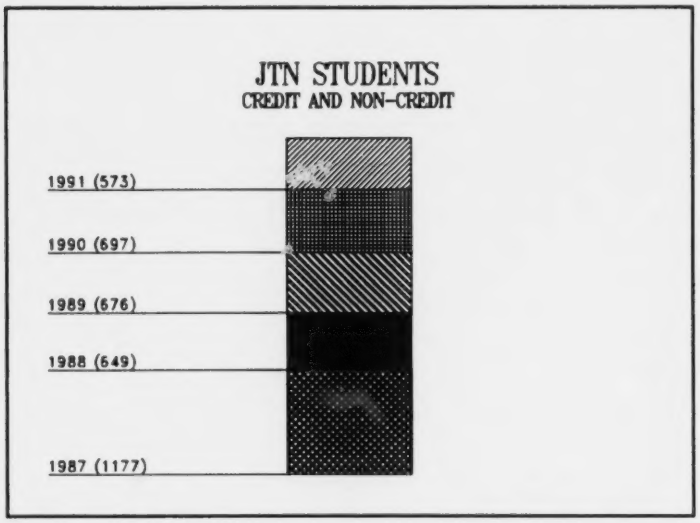
IMPLICATIONS

Returning women have been identified as an at-risk population by the college. A Returning Women's program was developed to recruit returning women, to address the problems associated with low self-esteem and to meet the special needs of this population. The college's penetration rate for this group continues to increase and currently exceeds the college's tri-county penetration rate of the population as a whole (2.48%).

RWP.WP

INDICATOR

Number of disadvantaged/ at risk students.

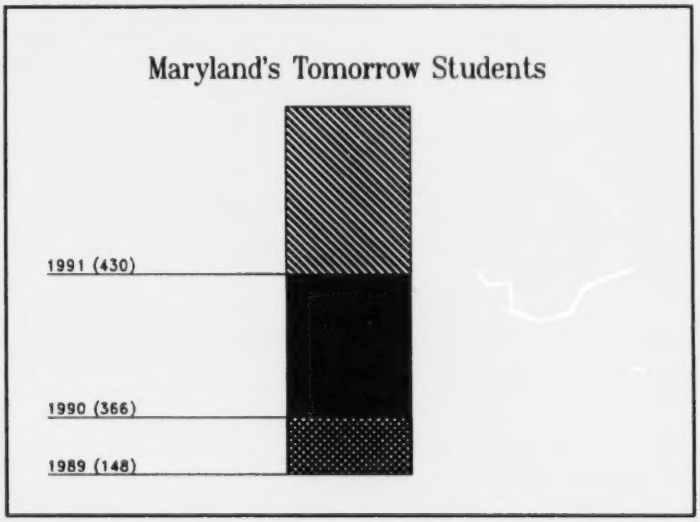


DEFINITION

Job Training Network (JTN) programs provide targeted training services to eligible youth, adults, older workers, and dislocated workers.

Maryland's Tomorrow is an early intervention program offering additional support and educational services to students who are at risk of leaving high school prior to graduating.

Project Independence offers child care and other support services in conjunction with job skills training to adults and high school-age youth who currently receive AFDC.



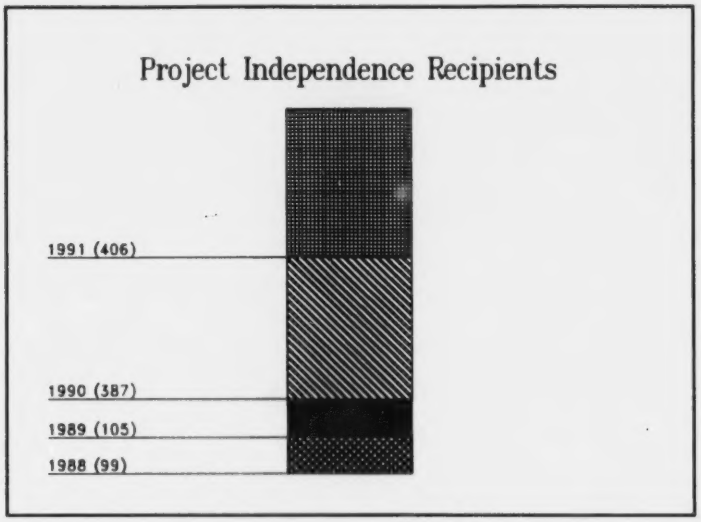
ANALYSIS

The number of JTN-sponsored students served by the college has declined dramatically since 1987 while the number of participants in the Maryland's Tomorrow program and Project Independence have increased significantly.

IMPLICATIONS

The numbers of students served is based solely on the available funding. As the administrative entity for the JTN, the college is well informed of the needs of the program participants. The college has made grant monies available to JTN clients enrolling in credit courses; additional sources of funding for participants in

these programs should be sought.



JTPA.WP

INDICATOR

Percent of students requesting and receiving jobs through career services.

	# Students Requested Jobs	# Students Placed in Jobs	% Students Received Jobs
1990	329	234	71%
1991	400	207	52%

ANALYSIS

One hundred percent of the students who requested jobs were referred for job placement. In 1990, 329 students requested jobs and 234 (71%) of them became employed. In 1992, 400 students requested jobs and 207 (52%) of them became employed. The above table reflects only the students who notified the college that they had been employed.

IMPLICATIONS

The college has developed a job placement system and has emphasized job development. However, the unemployment rate rose significantly in Southern Maryland during 1991 and 1992; those without job experience were generally kept out of the workforce.

The college needs a better mechanism for gathering information on students' employment.

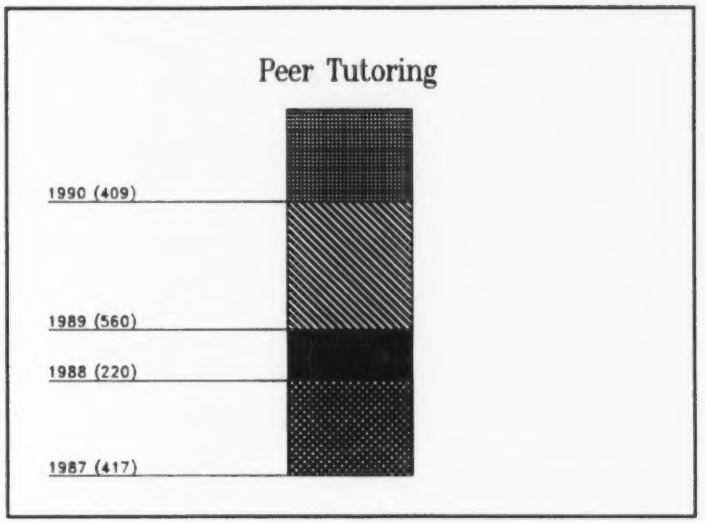
ACCT\JOB.WP

INDICATOR

Number of students requesting and receiving **tutorial** services.

DEFINITION

A program of tutorial support provided by the LAC. (Peer tutors are recommended by a faculty member and volunteer to provide two hours or more of tutorial services each week.)



ANALYSIS

The chart shows the number of times students used the Peer Tutoring Services. Therefore, the figures are duplicated. The number of students receiving Peer Tutoring rose by 34% between 1987 and 1990 and declined 27% in 1990. One hundred percent of the students who requested group tutoring received this service. The courses with highest demands for tutoring are math and some engineering courses.

IMPLICATIONS

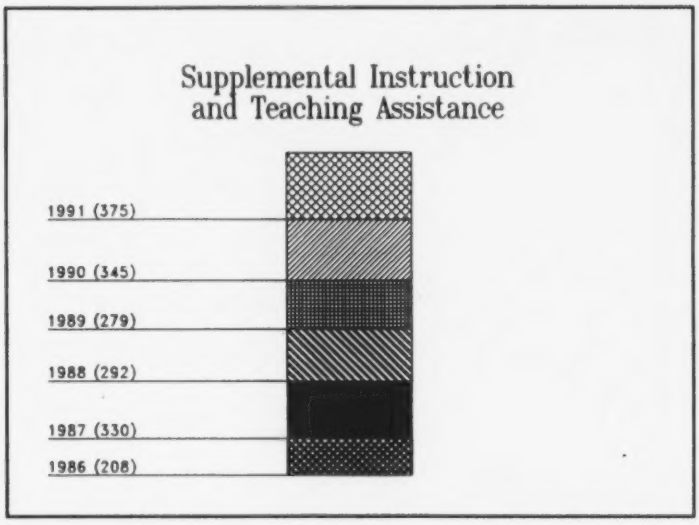
Students may be getting services from Supplemental or Teaching Assistance in lieu of peer tutoring. The number of students who volunteer to tutor is declining.

The process for faculty referral of students with academic difficulties is being enhanced and will likely result in more students requesting tutoring. The college needs to continue to develop its peer tutoring program and to determine ways to encourage more students and community members to become tutors.

TUTOR.WP

INDICATOR

Number of students requesting and receiving Supplemental Instruction and Teaching Assistance services.



DEFINITION

Programs of instructional support offered by the LAC. Supplemental Instruction is supported by funding from the Division of Career and Technical Education. Supplemental Leaders are trained to provide weekly supplemental sessions to students enrolled in high risk entry-level career courses. Supplemental sessions concentrate on teaching those learning strategies necessary for success in that specific course/program. Teaching Assistants provide weekly tutorial support to students enrolled in lab courses such as biology, chemistry, and physics. Support is provided both outside of class and during course lab sessions. Supplemental Leaders and Teaching Assistants are recommended by faculty.

ANALYSIS

The number of students who took advantage of Supplemental Instruction & Teaching Assistance rose by 80% between 1986 and 1991.

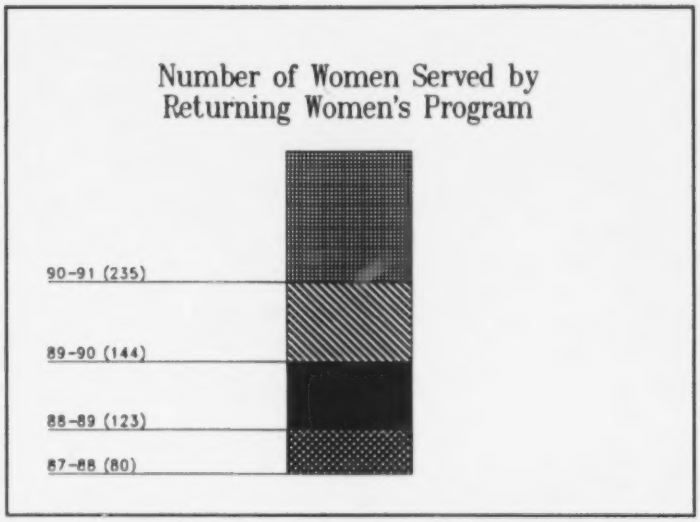
IMPLICATIONS

Supplemental Instruction and Teaching Assistance have been expanded in response to student requests. More Supplemental Leaders and Teaching Assistants were hired in 1991. As operating budget reductions continue, the college needs to consider creative ways to continue and to expand these programs.

INSTRUCT.WP

INDICATOR

Number of Women served by Returning Women's Program.



DEFINITION

Women over 25 years of age who are returning to the classroom are eligible for the program. (The program offers returning women academic advisement, registration assistance, and special workshops. One hour a week, the returning women attend a group meeting where they have the opportunity to discuss their special concerns as a returning students.)

ANALYSIS

One hundred percent of the women requesting services received them.

IMPLICATIONS

Because its focus is on full-time students, the Returning Women's Program is available only on the La Plata campus. As the other campuses begin to serve more full-time students, consideration should be given to expanding the Returning Women's program to Calvert and St. Mary's Counties.

WOMEN.WP & RWP.PIC

INDICATOR Percent and number of students receiving financial assistance.

	86-87	87-88	88-89	89-90	90-91
GRANTS	287	289	460	444	578
LOANS	48	40	27	27	37
WORK STUDY & STUDENT ASSISTANCE	146	145	134	134	128
SCHOLARSHIPS	644	635	733	595	633
PELL GRANTS	237	226	299	329	400
PERCENT REQUESTED AND RECEIVED AID	N/A	69%	57%	55%	58%

ANALYSIS

Note: The numbers in the chart include all students who applied for financial assistance, whether or not they completed the application process and enrolled. In the future, it would be advisable to track only those students who complete their application process and determine those whose enrollment was precluded due to lack of financial resources.

Since FY 1989, the proportion of students requesting and receiving financial assistance has remained fairly steady. The number of Pell Grant and other grant recipients has increased significantly since 1987, while loan and work study recipients have declined. With the exception of 1989 and 1990, the number of scholarship recipients has remained fairly constant.

IMPLICATIONS

Changes in federal and state regulations governing the distribution of student financial assistance will have a significant impact on the college's financial assistance programs:

Grants:

It is anticipated that the college will see significant increases in the number of Pell and SEOG grant recipients as a result of the current economic climate and the recent reauthorization of the Higher Education Act.

Loans:

The college has been encouraging students to utilize loans as a "last resort" source of financial assistance. With the recent reauthorization of the Higher Education Act (which greatly expands the population eligible for federally guaranteed student loans), it is expected that the number of loan recipients will increase dramatically.

Work Study and Student Assistance:

As the availability of jobs outside the college declines, the number of students applying for work study and student assistance positions should increase significantly.

Scholarships:

The college recently restructured its foundation in an attempt to encourage more private giving to worthy students. The Maryland State Scholarship program regulations were recently revised, enhancing the eligibility of community college students. Thus, the number of scholarship recipients should increase.

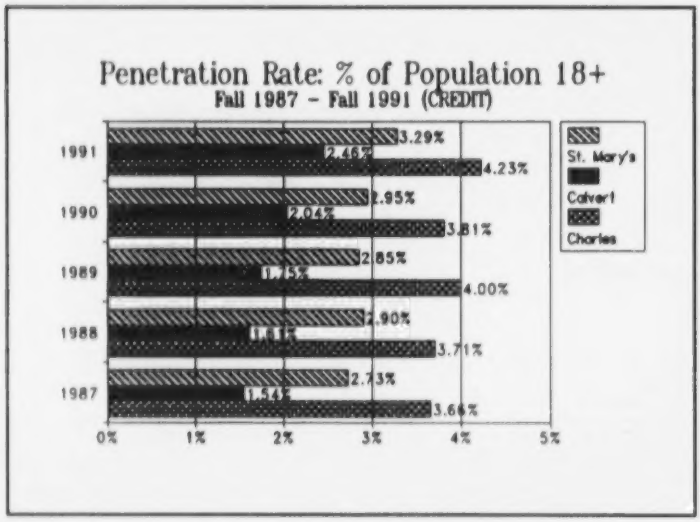
The college's financial assistance recipients should increase at least at the rate of enrollment growth. The factors identified above indicate that the number of students seeking and receiving financial assistance should see even greater increases over the next few years. The college needs to consider the size of the staff available to process financial assistance.

AID.WP

INDICATOR

Penetration rate: population vs. enrollment:

Charles, Calvert, and St. Mary's Counties.



ANALYSIS

The percent of the Charles County (1990 Census) population aged 18 and over who were enrolled in Charles County Community College credit courses increased 16% between fall 1987 and fall 1991. The proportion of Calvert County residents attending CCCC rose 60%, and the percentage of St. Mary's County residents increased 21%, from 2.73% to 3.29%, over the same period. The proportion of the state population increased 36% for the same period.

IMPLICATIONS

Charles County has consistently led the state in proportion of population served. The college serves a greater proportion of St. Mary's County's population than the statewide average for community colleges. Enrollment at the Community College at Calvert County has increased dramatically since a dedicated space was provided for the college's operations.

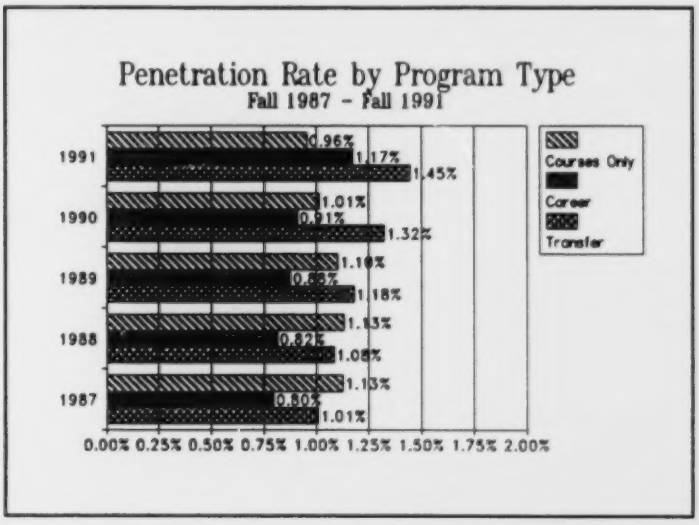
The facilities available to students enrolled at the Community College at St. Mary's County and the Community College at Calvert County are not adequate to provide full-time day programs because they lack dedicated laboratory space for most instructional programs. It is expected that within five years, the facilities in both Calvert and St. Mary's counties will be enhanced and will serve larger proportions of those counties' populations.

\TWO\PENETRAT.WP

INDICATOR

Penetration rate: population vs. enrollment:

Credit, by program type.

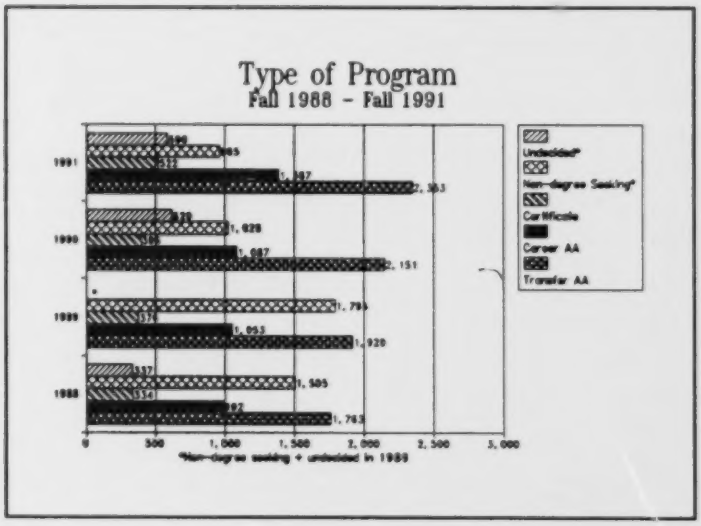


ANALYSIS

The percent of the tri-county population aged 18 and over who were enrolled in transfer programs at Charles County Community College increased 45% between fall 1987 and fall 1991. The proportion of the population enrolled in career programs rose 46% over the same period. At the same time enrollment in degree and certificate programs was increasing, the percentage of the population that was taking courses without being enrolled in a program decreased 15%.

IMPLICATIONS

Research indicates that the student who is not goal directed is likely to dropout of college. Thus, the college has made a concerted effort to encourage students to determine a program of study early in their college careers. The decline in the proportion of students who are taking courses outside a college program is consistent with this effort.



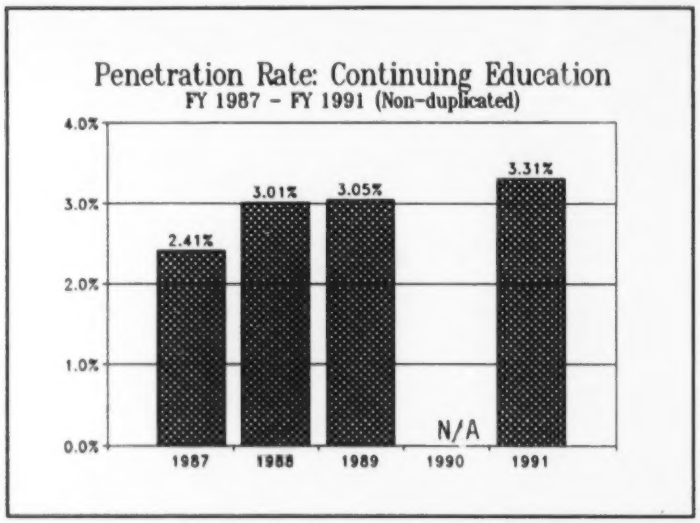
The proportion of students enrolled in transfer programs is reflective of the increased number of traditional college age students, those who are most likely to be seeking a bachelor's degree. It is expected that these trends will continue.

\ACCT\PENETRCR.WP

INDICATOR

Penetration rate: population vs. enrollment:

Non-credit.



ANALYSIS

The proportion of the tri-county population aged 16 and over who were enrolled in state approved continuing education courses at Charles County Community College increased 37% between fiscal year 1987 and fiscal year 1991. This proportion for the state population increased 19% for the same period.

NOTE: Data are not available for FY 1990 at this time. The number reported to the State and printed in the SBCC Databook is incorrect.

IMPLICATIONS

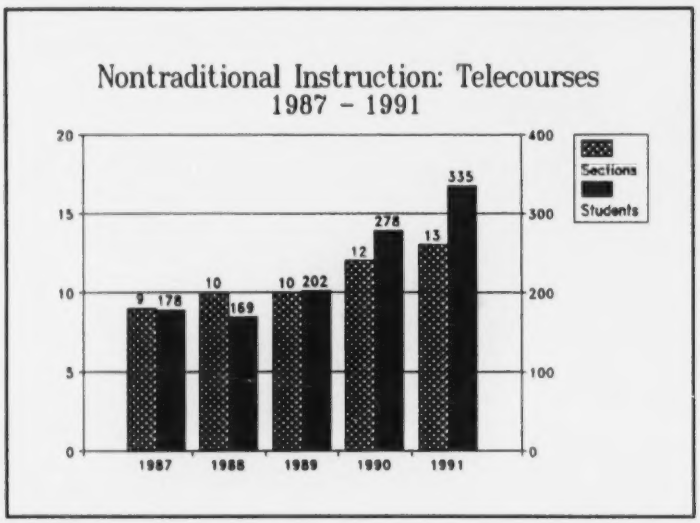
The college has expanded its mission in the area of economic development. The increased penetration rate for continuing education is consistent with this development. The college expects to continue to enroll increased proportions of the workforce in continuing education programs in its ongoing effort to meet the economic development needs of the region.

\TWO\PENETRNC.WP

INDICATOR

Nontraditional instruction offerings and enrollment:

Telecourses.



ANALYSIS

Between fall 1987 and fall 1991, both the number of telecourse sections offered and the overall enrollment in telecourses increased. The number of telecourse sections offered rose by almost half, from 9 to 13, while the number of students enrolled almost doubled, increasing from 178 to 335.

IMPLICATIONS

In fall 1991, 5.8% of CCCC students were enrolled in telecourses. That proportion is exceeded by only one other community college in the state, with 9.4% enrolled in telecourses. Given the rural nature of the region, the college should expect continued increases in telecourse enrollments and may see as much as 10% of all students enrolled in telecourses. A large proportion of 1992 graduates enrolled in telecourses (23%). In Calvert County, where course offerings are limited, 40% of 1992 graduates enrolled in telecourses.

The college should continue to develop telecourse offerings and should explore other non-traditional course delivery systems.

File name: telecors.wp

INDICATOR Non-Traditional Instruction Offerings and Enrollment

		Fall 1986	Fall 1987	Fall 1988	Fall 1989	Fall 1990	Fall 1991
1.	**Telecourse**	5	9	10	10	12	13
	Enrollment	121	178	169	202	278	335

2. **Credit by Examination**

	1987	1988	1989	1990	1991
Fall	18	11	13	8	40
Spring	7	37	40	59	24
Summer	36	16	22	40	15
TOTAL	**61**	**64**	**75**	**107**	**79**

3. **Cooperative Education**

1989		1990		1991	
Summer	0	Summer	10	Summer	15
Fall	12	Fall	15	Fall	29
Spring	12	Spring	15	Spring	42
TOTAL	**24**	**TOTAL**	**40**	**TOTAL**	**86**

4. **Travel**

1989		1990		1991	
Summer	15	Summer	0	Summer	0
Fall	7	Fall	5	Fall	12
Spring	32	Spring	24	Spring	3
TOTAL	**54**	**TOTAL**	**29**	**TOTAL**	**15**

ANALYSIS

Enrollment in non-traditional instructional offerings has increased from 322 to 458 since 1989. All forms have shown steady increases with the exception of travel courses. (Travel courses were curtailed as a result of budget reductions.)

IMPLICATIONS

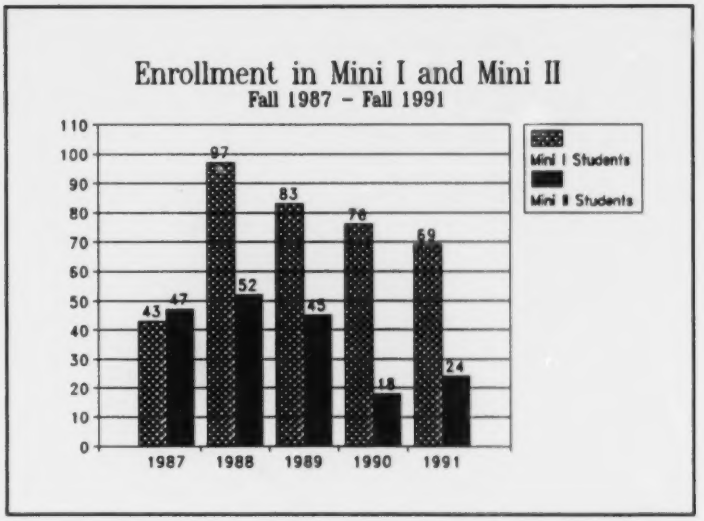
The college should continue to develop these and other non-traditional instructional offerings. For example, attention should be given to enhanced weekend offerings.

File name: TABLE.WP

INDICATOR

Enrollment by time frames:

Mini I and Mini II.



ANALYSIS

The number of students enrolled in mini (seven week) sessions increased between fall 1987 and fall 1988, but decreased thereafter. The number of enrollments in Mini I courses more than doubled from 43 in 1987 to 97 in 1988, then declined steadily to reach 69 by fall 1991. Enrollments in Mini II courses were not as variable, rising from 47 in fall 1987 to 52 in fall 1988 before falling to 24 by fall 1991.

IMPLICATIONS

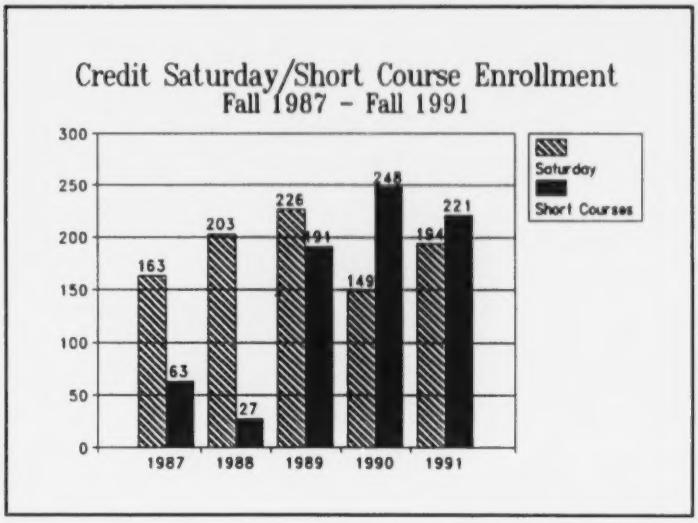
The college should continue to develop these and other non-traditional instructional offerings. For example, attention should be given to enhanced weekend offerings.

File name: minienrl.wp

INDICATOR

Access and equity: enrollment by time frames.

Other sessions (weekend, contract, short courses).

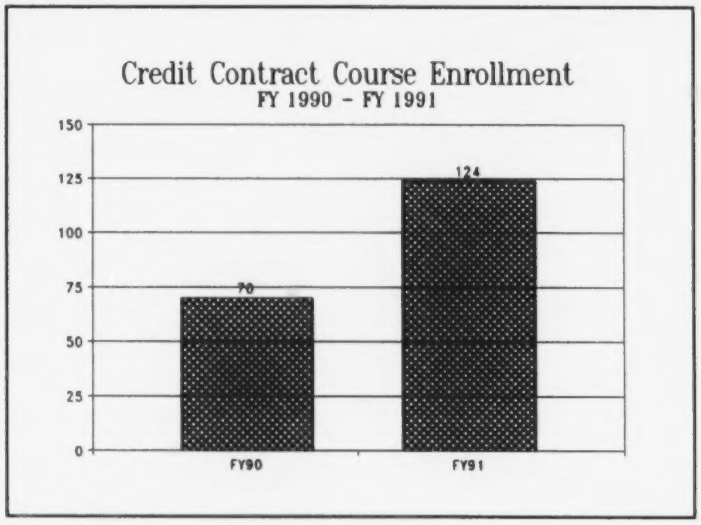


ANALYSIS

The number of enrollments in Short Courses more than tripled between fall 1987 and fall 1991. The enrollment for Saturday Courses fluctuated between 1987 and 1991. The increase in Credit Contract Course enrollments was 77% between fiscal year 1990 and 1991.

IMPLICATIONS

The college should continue to develop these and other non-traditional instructional offerings. For example, attention should be given to enhanced weekend offerings.

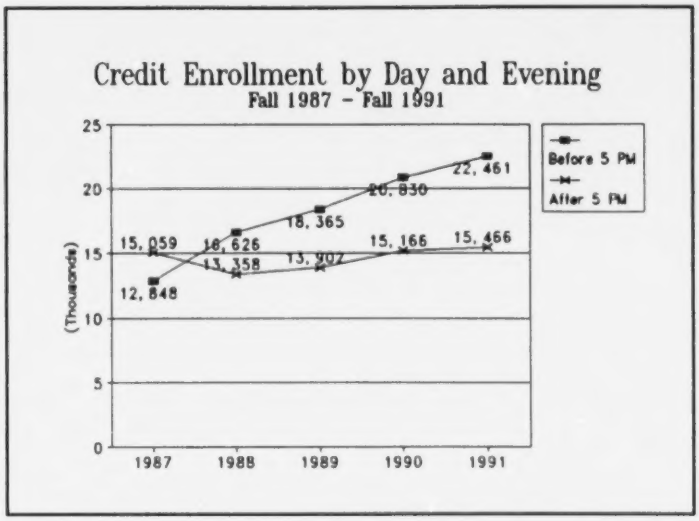


File name: satshort.wp

INDICATOR

Enrollment by time frames:

Semester day and evening.



ANALYSIS

While the number of credit hours taken after 5:00 p.m. remained fairly steady between fall 1987 and fall 1991, the number of hours taken before 5:00 p.m. increased substantially. In fall 1987, students were registered for 15,059 credits during the evening hours. The number of credits taken declined slightly, then rose again to 15,466 by fall 1991. In contrast, the number of credit hours taken during the day increased steadily, from 12,848 credits in fall 1987 to 22,481 credits by fall 1991.

IMPLICATIONS

The number of credit course offerings after 5:00 p.m. has reached a maximum level because classrooms are fully utilized. (Calvert, St. Mary's and Smallwood courses are primarily offered in the evening.) The day enrollment increase is largely the result of the increase in the traditional college-aged population.

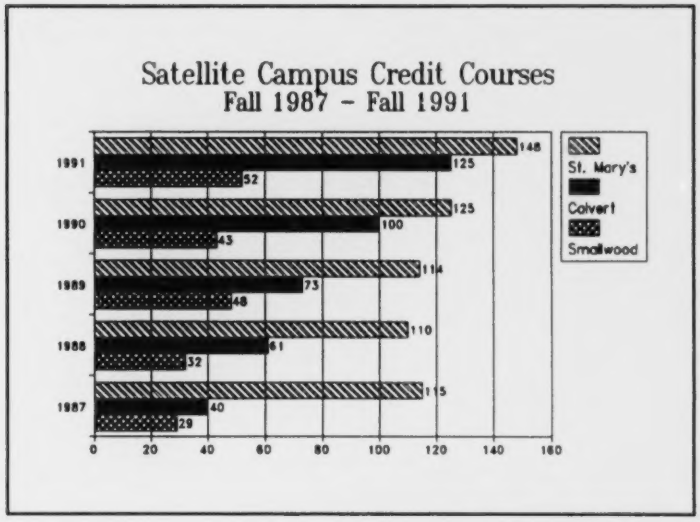
State participation in the construction of new classrooms is determined by the college's daytime enrollment. Thus, the state has agreed to participate in the construction of the Center for Business and Industry, which will allow the college to show increased numbers of day and evening students.

File name: edayeven.wp

INDICATOR

Off campus/satellite campus courses:

Credit.



ANALYSIS

The number of credit courses offered at the St. Mary's campus remained fairly steady between 110 and 115 from fall 1987 to fall 1989 before increasing to 148 sections by fall 1991. In contrast, the number of sections offered at the Calvert campus increased steadily and dramatically, tripling from 40 to 125 over the period. The number of sections offered at Smallwood Village Center increased by almost 80%, from 29 to 52, over the period, with a small decrease between 1989 and 1990.

IMPLICATIONS

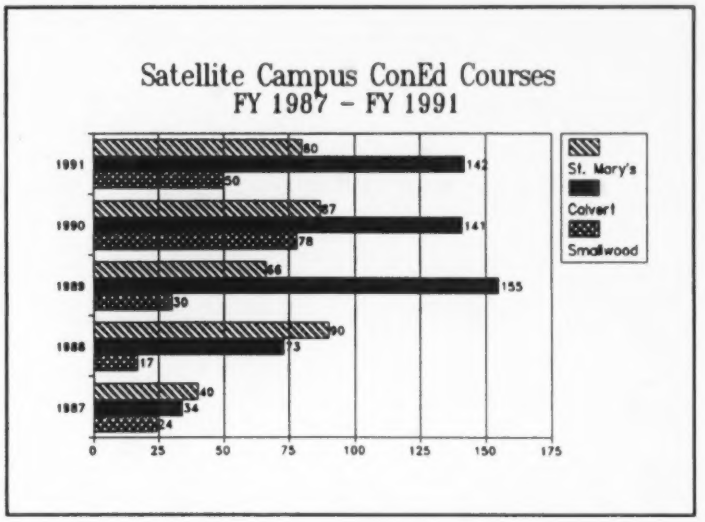
The demand for off campus course offerings continues to increase. Budget difficulties and lack of adequate facilities in St. Mary's and Calvert counties will limit the number of offerings in these counties.

File name: satcred.wp

INDICATOR

Off campus/satellite campus courses:

Non-credit.



ANALYSIS

Although the number of continuing education courses offered at each satellite campus fluctuated from year to year, at least twice as many courses were taught at each campus in fiscal year 1991 as in 1987. The number of courses offered at St. Mary's increased from 40 to 80, and the number at Smallwood Village Center rose from 24 to 50 over the period. The largest increase took place at the Calvert campus, where 34 courses were offered in 1987, compared to 142 in 1991.

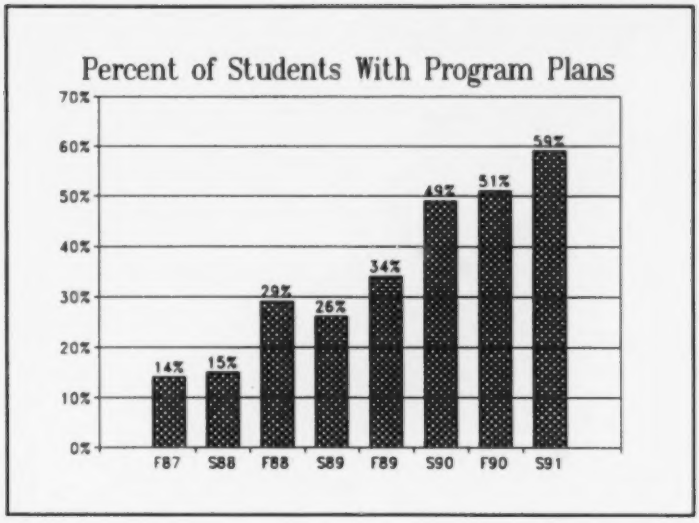
IMPLICATIONS

The Community College at Calvert has funded a marketing position which seems to have had a significant impact. Efforts should be made to fund such a position at St. Mary's.

File name: satconed.wp

INDICATOR

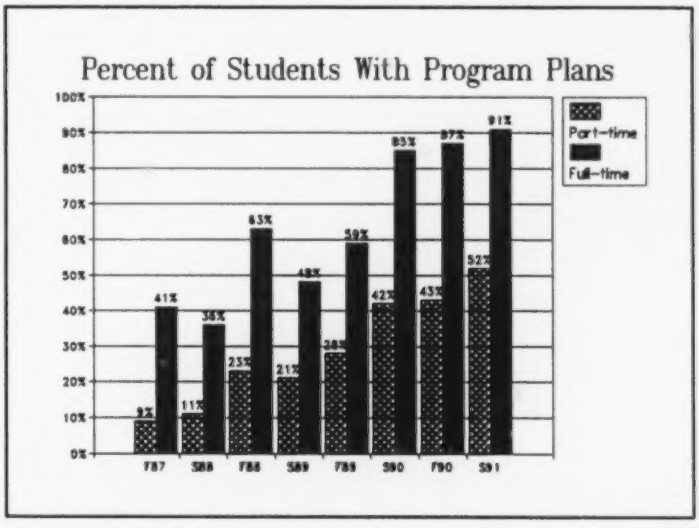
Percent of students enrolled in curricula who have program plans.



ANALYSIS

The percentage of students with program plans has quadrupled over the past five-years, from 14% in fall 1987 to 59% in spring 1991; this percentage is much higher for the full-time than part-time students.

IMPLICATIONS



In its efforts to improve student retention, the college has made program planning a priority, emphasizing program plans for full-time students. The number of students who are non-degree seeking has been reduced by more than 50% since fall 1989. Currently, approximately 20% of all students are non-degree seeking or are undecided about their program of study. Thus, the college should expect that approximately 80% of all students should have program plans.

File name: plan.wp

STUDENT GOAL ACHIEVEMENT

The college intends to maintain the environment and provide the opportunities for students to achieve their goals by the following long-range goals:

Long Range Goals

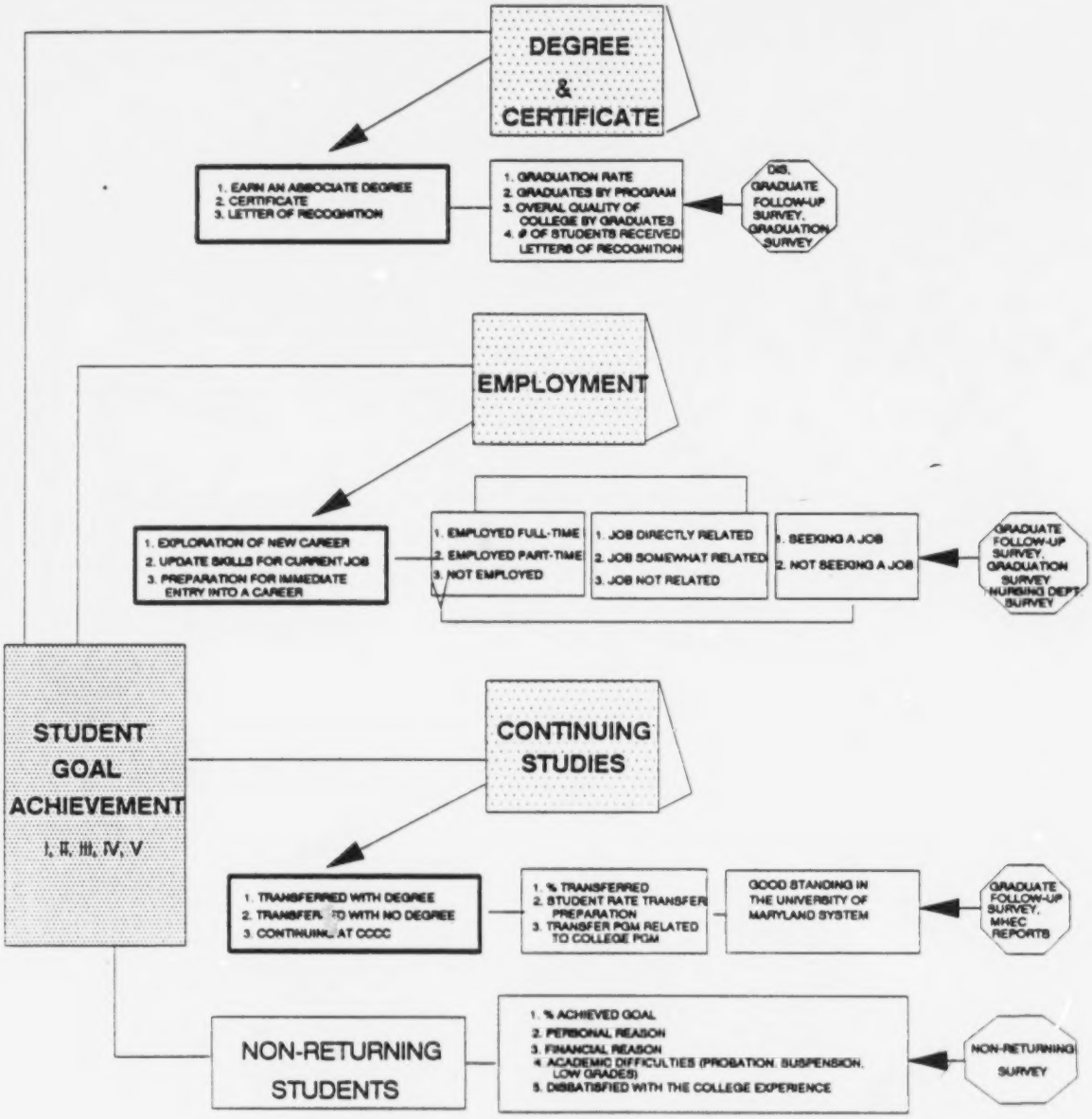
I. Encouraging students to identify appropriate goals.

II. Ensuring that degree-seeking students have a broad foundation in general education.

III. Providing opportunities for students to develop leadership and performance skills.

IV. Providing skills development opportunities.

INSTITUTIONAL EFFECTIVENESS INDICATORS & SOURCES


STUDENT GOAL ACHIEVEMENT
I, II, III, IV, V
DEGREE & CERTIFICATE
1. EARN AN ASSOCIATE DEGREE
2. CERTIFICATE
3. LETTER OF RECOGNITION
1. GRADUATION RATE
2. GRADUATES BY PROGRAM
3. OVERAL QUALITY OF COLLEGE BY GRADUATES
4. # OF STUDENTS RECEIVED LETTERS OF RECOGNITION
DIS, GRADUATE FOLLOW-UP SURVEY, GRADUATION SURVEY
EMPLOYMENT
1. EXPLORATION OF NEW CAREER
2. UPDATE SKILLS FOR CURRENT JOB
3. PREPARATION FOR IMMEDIATE ENTRY INTO A CAREER
1. EMPLOYED FULL-TIME
2. EMPLOYED PART-TIME
3. NOT EMPLOYED
1. JOB DIRECTLY RELATED
2. JOB SOMEWHAT RELATED
3. JOB NOT RELATED
1. SEEKING A JOB
2. NOT SEEKING A JOB
GRADUATE FOLLOW-UP SURVEY, GRADUATION SURVEY NURSING DEPT. SURVEY
CONTINUING STUDIES
1. TRANSFERRED WITH DEGREE
2. TRANSFERRED WITH NO DEGREE
3. CONTINUING AT CCCC
1. % TRANSFERRED
2. STUDENT RATE TRANSFER PREPARATION
3. TRANSFER PGM RELATED TO COLLEGE PGM
GOOD STANDING IN THE UNIVERSITY OF MARYLAND SYSTEM
GRADUATE FOLLOW-UP SURVEY, MHEC REPORTS
NON-RETURNING STUDENTS
1. % ACHIEVED GOAL
2. PERSONAL REASON
3. FINANCIAL REASON
4. ACADEMIC DIFFICULTIES (PROBATION, SUSPENSION, LOW GRADES)
5. DISSATISFIED WITH THE COLLEGE EXPERIENCE
NON-RETURNING SURVEY

Note: 1. Roman numerals demonstrate the correlation between Long Range Goals and Institutional Effectiveness Indicators.
2. Information in the octagons demonstrate the sources.

GROWTH.DRW

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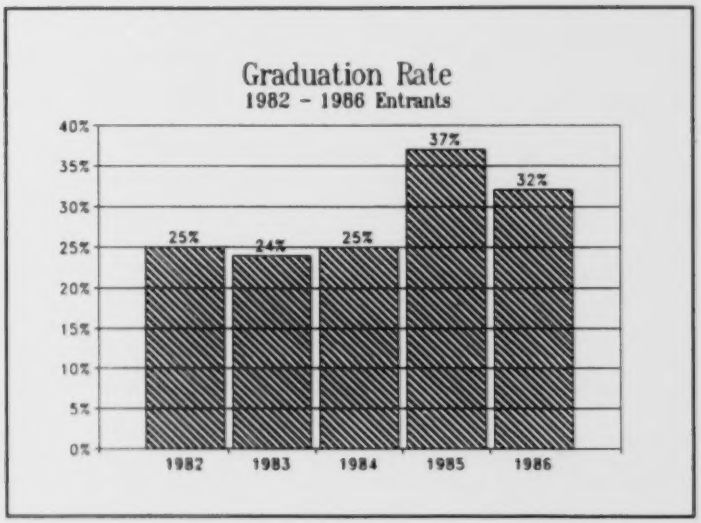
CHARACTERISTICS OF FISCAL YEAR 1992 GRADUATES BY CURRICULUM CODE

Curr. Code	Program	Total	County of Residence				Gender		Race		
			Charles	St. Mary's	Calvert	Other	Male	Female	White	Black	Other
0102	General Studies	143	96	31	15	1	49	94	132	7	4
0103	Engineering	11	6	4	1	0	10	1	11	0	0
0105	Arts & Sciences	3	2	1	0	0	0	3	3	0	0
0106	Business Administration	44	26	16	1	1	18	26	39	3	2
0107	Teacher's Education: Elementary	2	1	1	0	0	0	2	2	0	0
0108	Teacher's Education: Secondary	5	4	0	1	0	1	4	5	0	0
0109	Arts & Sciences: Arts & Humanities	1	1	0	0	0	1	0	1	0	0
0110	Arts & Sciences: Biological Sciences	1	1	0	0	0	0	1	1	0	0
0111	Arts & Sciences: Math/Physical Sciences	2	0	2	0	0	1	1	1	0	1
0114	Arts & Sciences: Applied Sciences	3	3	0	0	0	2	1	3	0	0
0116	Teacher Education: Early Childhood	1	0	1	0	0	0	1	1	0	0
0306	Management Development	22	11	8	3	0	6	16	20	2	0
0315	Accounting	21	13	6	2	0	4	17	19	1	1
0320	CDP: Mainframe	26	13	10	2	1	15	11	23	1	2
0321	CDP: Microcomputers	16	11	4	1	0	8	8	15	0	1
0330	Electronics Technology	2	2	0	0	0	2	0	2	0	0
0335	Engineering Technology	1	1	0	0	0	0	1	0	1	0
0350	Early Childhood Development	8	3	4	0	1	0	8	7	0	1
0369	Clinical AD Nursing	46	21	15	9	1	3	43	45	0	1
0370	Human Services	4	1	0	1	2	0	4	1	3	0
0408	Office Technology	4	2	2	0	0	0	4	3	1	0
0409	Word Processing	5	2	2	1	0	0	5	4	1	0
0415	Accounting: Basic	26	13	7	4	2	5	21	25	1	0
0416	Accounting: Advanced	15	6	8	1	0	3	12	14	0	1
0417	Retail Management: Basic	4	3	1	0	0	2	2	4	0	0
0422	Computer Operator	1	1	0	0	0	0	1	1	0	0
0423	Management Skills: Small Computers	21	12	8	1	0	6	15	18	3	0
0431	Drafting	8	5	3	0	0	5	3	7	1	0
0435	Electronics Technology: Basic	1	1	0	0	0	1	0	1	0	0
0450	Early Childhood Development	9	2	2	5	0	0	9	8	1	0
0470	Clinical Practical Nursing	16	8	4	4	0	1	15	14	1	1
0475	Management Development	14	8	6	0	0	0	14	11	2	1
	Totals	486	279	146	52	9	143	343	441	29	16

Source: Degree Information System

INDICATOR

Student goal achievement: graduation rate.



ANALYSIS

Four years after entering the community college, 32% of the 1986 first-time full-time cohort had earned a degree or certificate. This figure compares to 37% of 1985, 25% of 1984, 24% of 1983, and 25% of 1982 entrants.

Graduation by Type of Program
Entrants
1982 - 1986

	Transfer		Career	
	#	%	#	%
1982	50	18.7	36	46.8
1983	40	21.2	26	30.2
1984	40	24.6	10	25.7
1985	53	35.1	20	43.3
1986	57	30.8	16	37.2

IMPLICATIONS

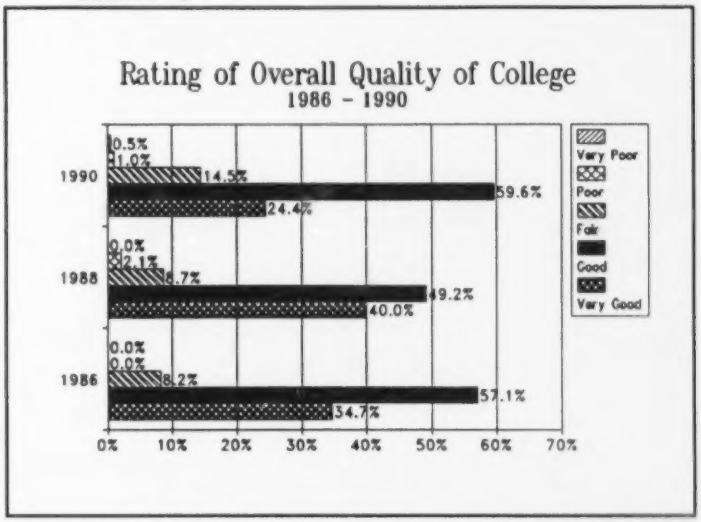
1. 1982-1988 was a period of extensive program development. Improved graduation rates may reflect the fact that the college now offered programs students needed.
2. Transfer/articulation policies changed from program articulation to course by course articulation in 1990. That may have an impact on transfer student graduation rates in future years. One indicator of that is the high number of students in curriculum code 0215 (transfer without degree).
3. Current graduation rates for career programs do not meet recently developed standards of the Division of Career and Technical Education. The college needs to intensify efforts to help career students complete their programs.

File name: gradrate.wp

Table 1

INDICATOR

Student goal achievement: overall quality of the college.



ANALYSIS

Eighty-four percent of the graduates who responded to the 1990 Graduate Follow-Up Survey rated the overall quality of the college as good or very good. This figure compares to 89% of the 1988 and 92% of the 1986 graduates.
In the 1990 survey, more graduates who transferred (85%) rated the overall quality of the college as very good or good than graduates who did not transfer (83%). Also, more General Studies students (88%) rated the overall quality of the college as very good or good than students in other programs (82%).

Table 2

Problem Areas	Very good/Good rating - 1990	%Change 88-90
Classroom Instruction	87%	-4%
Class Scheduling	65%	-19%
Faculty Availability/Helpfulness	78%	-4%
Lab Equipment	65%	+2%
Academic Advising	50%	-5%
Student Activities	63%	0
Library	77%	N/A
Tutorial Services	56%	N/A

IMPLICATIONS

The decreasing trend from 86-90 is troubling. It does not reflect the experience statewide or at peer colleges and is apparent in all CCCC populations (transfer, non-transfer, General Studies, non-General Studies).

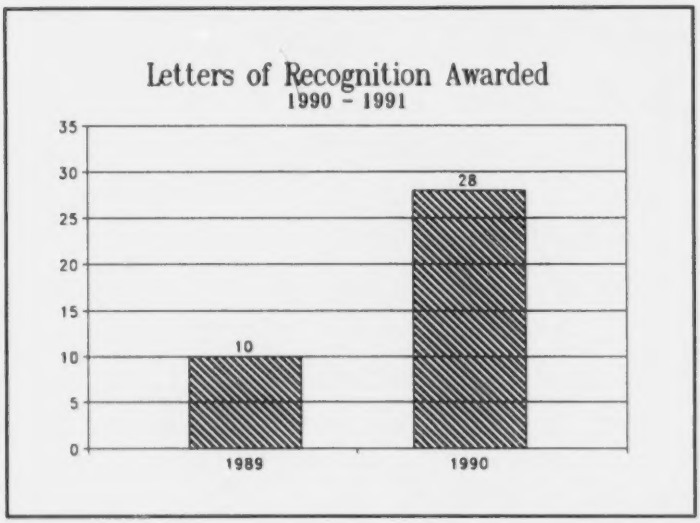
It is interesting that the class scheduling rating dropped significantly in a period when more telecourses and off-campus offerings are available. With the recent reductions in class sections, we should expect this rating to drop further.

The above seems to imply we should concentrate our efforts on class scheduling and academic advisement.

File name: qualcoll.wp

INDICATOR

Student goal achievement: number of students receiving letters of recognition.



ANALYSIS

The first letters of recognition were awarded by the community college in fiscal year 1990. That year, the college awarded 10 letters of recognition; by the following year, the number had increased to 28.

IMPLICATIONS

The trend reflects the increase in the availability of new Letters of Recognition.

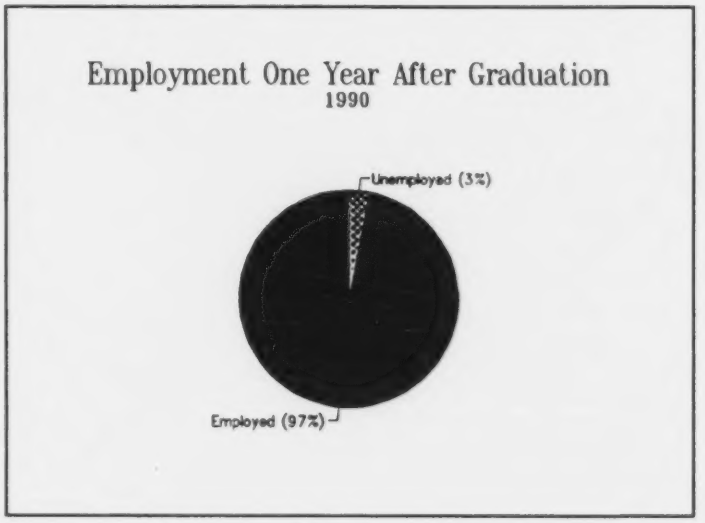
It would be useful to know if these students continue for certificates or degrees.

INDICATOR

Percent of graduates, whose most important reason for attending CCCC was employment related who report being employed one year after graduation.

ANALYSIS

One year after graduation, 97% of 1990 graduates whose most important reason for attending CCCC was employment related reported being employed, and only 3% reported being unemployed.



IMPLICATIONS

The unemployment rate for these recent graduates is lower than that for the general population. As the economy improves, the college should be optimistic about full employment for such graduates.

INDICATOR

Percent of graduates in career and transfer programs employed in jobs related to their programs of study.

ANALYSIS

Relationship of Job to Program Studied 1990

TRANSFER		
Same	12	20.0%
Related	15	25.0%
Unrelated	33	55.0%
CAREER		
Same	53	55.2%
Related	32	33.3%
Unrelated	11	11.5%

Of those who were employed, 89% of the career students and 45% of the transfer students reported they were employed in a field that was the same as or related to their community college program. Only 12% of the students in career programs reported being employed in a different field than their community college program, compared to 55% of students in transfer programs. Thirty-eight percent of the survey respondents were in the General Studies program (on average, 30% of CCCC students graduate from the General Studies program). It is unlikely that the General Studies graduates would see a correlation between the specific job and the General Studies curriculum.

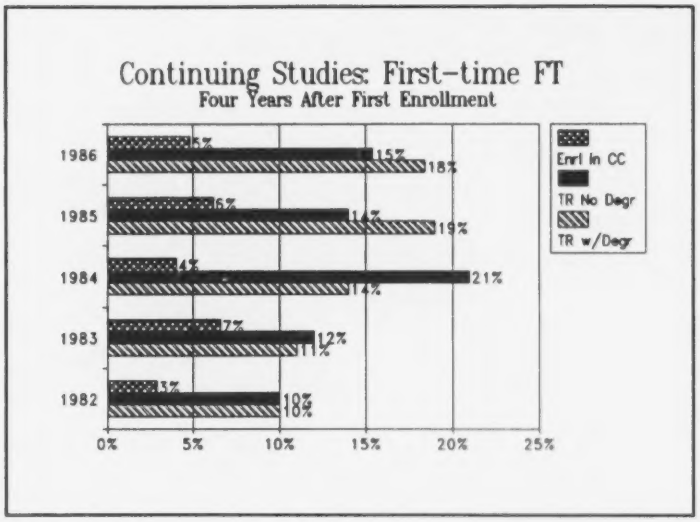
IMPLICATIONS

Career program graduates in jobs unrelated to their program should decrease as the economy improves and the cooperative education program grows. The college should not expect an increase in the percentage of transfer graduates employed in a different field than their program. The relativity high percentage is understandable. Transfer programs are not structured to prepare students for employment but concentrate on the liberal arts in preparation for studies at the junior and senior level.

Filename:reljob.wp

INDICATOR

Student goal achievement: continuing studies.



ANALYSIS

Four years after first attending the community college, 38% of the 1986, 39% of 1985 and 1984, 30% of the 1983, and 23% of the 1982 full-time entrants had either transferred to another institution or were still enrolled at the community college.

IMPLICATIONS

The program planning process was developed approximately 5 years ago. The students who entered the college in these earlier years may not have benefited from program planning. Ongoing efforts to ensure that all students have program plans will encourage these students to complete.

File name: constud.wp

INDICATOR
Percent of non-returning students who achieved their goal.

ANALYSIS

Seventeen percent of the non-returning students cited that the reason for not returning was that they had **"achieved their immediate educational goal."** The other major or minor reasons for not returning are listed on the following page. For more information about the survey and the results, see Appendix II.

IMPLICATIONS

The college should determine whether there are significant differences among target populations who do not return (e.g. recent high school graduates).

"MAJOR" OR "MINOR" REASONS FOR NOT RETURNING RANKED BY THE PERCENT OF TOTAL

	RANK	MAJOR REASON N	%	MINOR REASON N	%	TOTAL N	%
Job Demands	1	119	38.3	46	14.8	165	53.1
Insufficient Time	2	90	28.9	42	13.5	132	42.4
Financial Difficulties	3	67	21.5	30	9.6	97	31.1
Classes Not Convenient	4	35	11.3	39	12.5	74	23.8
Needed Course Not Offered	5	26	8.4	28	9.0	54	17.4
Unsure of Goal	5	14	4.5	40	12.9	54	17.4
Achieved Educational Goal	6	39	12.5	13	4.2	52	16.7
Change In Family Situation	7	31	10.0	19	6.1	50	16.1
Transferred	8	36	11.6	3	1.0	39	12.5
Poor Study Habits	9	14	4.5	22	7.1	36	11.6
Poor Grades	10	12	3.9	17	5.5	29	9.4
Moved From Area	11	15	4.8	9	2.9	24	7.7
Child Care Difficulties	12	16	5.1	7	2.3	23	7.4
Health Reasons	13	13	4.2	8	2.6	21	6.8
Poor HS Prep. for College	14	7	2.3	12	3.9	19	6.1
Registration Problems	15	11	3.5	6	1.9	17	5.5
Poor Advising/Counseling	16	11	3.5	4	1.3	15	4.8
Poor Quality Instruction	17	3	1.0	9	2.9	12	3.9
Lack of Faculty Attention	18	3	1.0	7	2.3	10	3.2
Unsure Where To Get Help	18	1	0.3	9	2.9	10	3.2
Other Reasons*	N/A	42	13.5	1	0.3	43	13.8

* For ranking, "Other Reasons" were not taken into the consideration.

Appendix I

Graduate Follow-Up Survey

Some of the information in this section derived form the Graduate Follow-Up Survey. The Graduate Follow-Up Survey is a statewide survey and has been conducted biannually since 1979. The population of the survey includes all of the students who received an associate degree or certificate.

In 1986, 332 students were graduated at Charles County Community College. Questionnaires were mailed to all of the graduates one year after graduation. Of these, 149 completed questionnaire were received. The adjusted response rate was 45%.

In 1988, 344 students were graduated at Charles County Community College. Questionnaires were mailed to all of the graduates one year after graduation. Of these, 197 completed questionnaire were received. The adjusted response rate was 59%.

In 1990, 354 students were graduated at Charles County Community College. Questionnaires were mailed to all of the graduates one year after graduation. Of these, 194 completed questionnaire were received. The adjusted response rate was 57%.

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Appendix II

Non-Returning Student Survey

During the spring semester of 1992, Charles County Community College administered a telephone survey of non-returning students, to find out why students who were enrolled in fall 1991 did not return in spring 1992.

There were 1,908 (33%) fall 1991 students who were not enrolled in spring 1992 in any credit courses as of the third week of classes. Three hundred eleven (16%) non-returning students were surveyed.

Upon review, job demands, time, and budget constraints were found to be the top three reasons for not returning. This finding, along with the percentage (73%) of the respondents who said that they plan to return, dismissed the idea that the students' motivations for leaving the college are primarily dissatisfaction with services.

As a result of this survey, non-returning students who had participated in the survey were contacted to offer them some assissance.

The Coordinator of Career Counseling Services sent a letter to the respondents who stated that **"being undecided about goals"** *was either a major or a minor reason for not returning. In this letter, the services that are available in this department were listed.*

Also, the Director of the Learning Assistance Center contacted non-returning students who stated that **"poor study habits", "poor grades and/or a poor high school background"** *were either major or minor reasons for not returning. Information about tutorial and other support services was mailed to them.*

A comprehensive report is available in the Institutional Research and Assessment Department.

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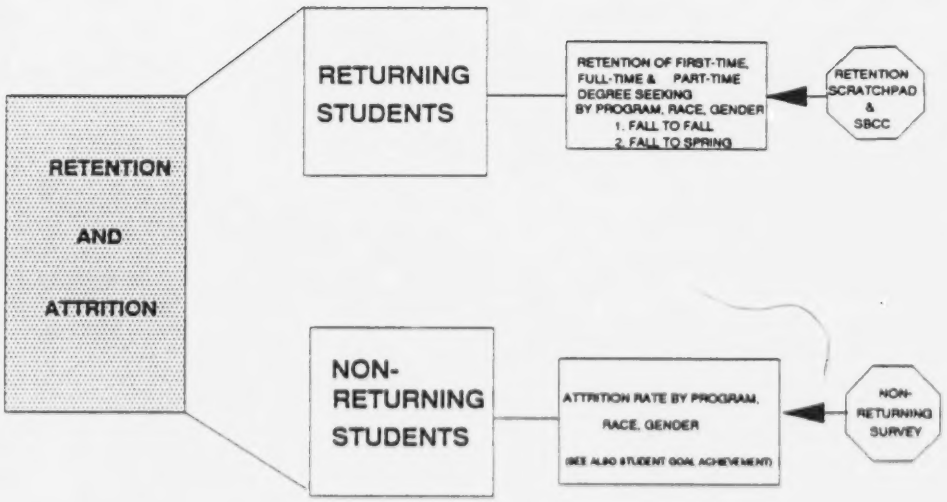
INSTITUTIONAL EFFECTIVENESS INDICATORS & SOURCES


RETENTION AND ATTRITION
RETURNING STUDENTS
RETENTION OF FIRST-TIME, FULL-TIME & PART-TIME DEGREE SEEKING BY PROGRAM, RACE, GENDER
1. FALL TO FALL
2. FALL TO SPRING
RETENTION SCRATCHPAD & SBCC
NON-RETURNING STUDENTS
ATTRITION RATE BY PROGRAM, RACE, GENDER
(SEE ALSO STUDENT GOAL ACHIEVEMENT)
NON-RETURNING SURVEY

Note: 1. Roman numerals demonstrate the correlation between Long Range Goals and Institutional Effectiveness Indicators.
2. Information in the octagons demonstrate the sources.

RETENTIO.DRW

INDICATOR

Retention and attrition rate of CCCC students.

CHARLES
SUCCESS RATE OF 1987 COHORT IN 1991

TOTALS	DROPPED	TRANSF NO DEGREE	TRANSF CERT	TRANS A.A.	CERT.	A.A.	RETAINED	OTHER C.C.	TOTAL
MALE									
BLACK	4	0	0	0	0	1	0	0	5
NATIVE AMERICAN	1	0	0	0	0	0	0	0	1
ASIAN	0	0	0	0	0	0	0	0	0
HISPANIC	2	0	0	0	0	0	0	0	2
WHITE	41	17	1	18	1	13	7	0	98
FOREIGN	0	0	0	0	0	0	0	0	0
OTHER	0	0	0	0	0	0	0	0	0
UNKNOWN	0	0	0	0	0	0	0	0	0
FEMALE									
BLACK	4	0	0	2	0	0	1	0	7
NATIVE AMERICAN	0	0	0	0	0	0	0	0	0
ASIAN	0	0	0	0	0	0	0	0	0
HISPANIC	0	0	0	0	0	0	0	0	0
WHITE	44	22	0	22	1	11	16	1	117
FOREIGN	0	0	0	0	0	0	0	0	0
OTHER	0	0	0	0	0	0	1	0	1
UNKNOWN	0	0	0	0	0	0	2	0	2
TOTAL	96	39	1	42	2	25	27	1	233
PERCENTAGE	41.2%	16.7%	0.4%	18.0%	0.9%	10.7%	11.8%	0.4%	2.5%

TOTAL ALL COMMUNITY COLL	4930	1664	9	344	153	373	788	187	9448
PERCENTAGE	52%	18%	0%	9%	2%	9%	8%	2%	100%

ANALYSIS

The above table shows that four years after entry, 59% of the 1987 CCCC first-time, full-time entrants had either transferred to a four-year institution in the state of Maryland or had received a degree or certificate. This figure compares to 48% statewide. No data are available for students who transferred to out-of-state institutions before graduating from the community college.

IMPLICATIONS

This information is not a true picture of CCCC students, since fewer than 10% of CCCC students are first-time full-time in any fall semester. It is hoped that the Transfer Student System (TSS) will improve the quality and quantity of such information.

Source: Maryland Higher Education Commission, October 1992

INDICATOR

Retention CCCC students fall to fall and fall to spring.

Fall 91 to Fall 92	2534	43%
Fall 91 to Spring 92	3509	60%

ANALYSIS

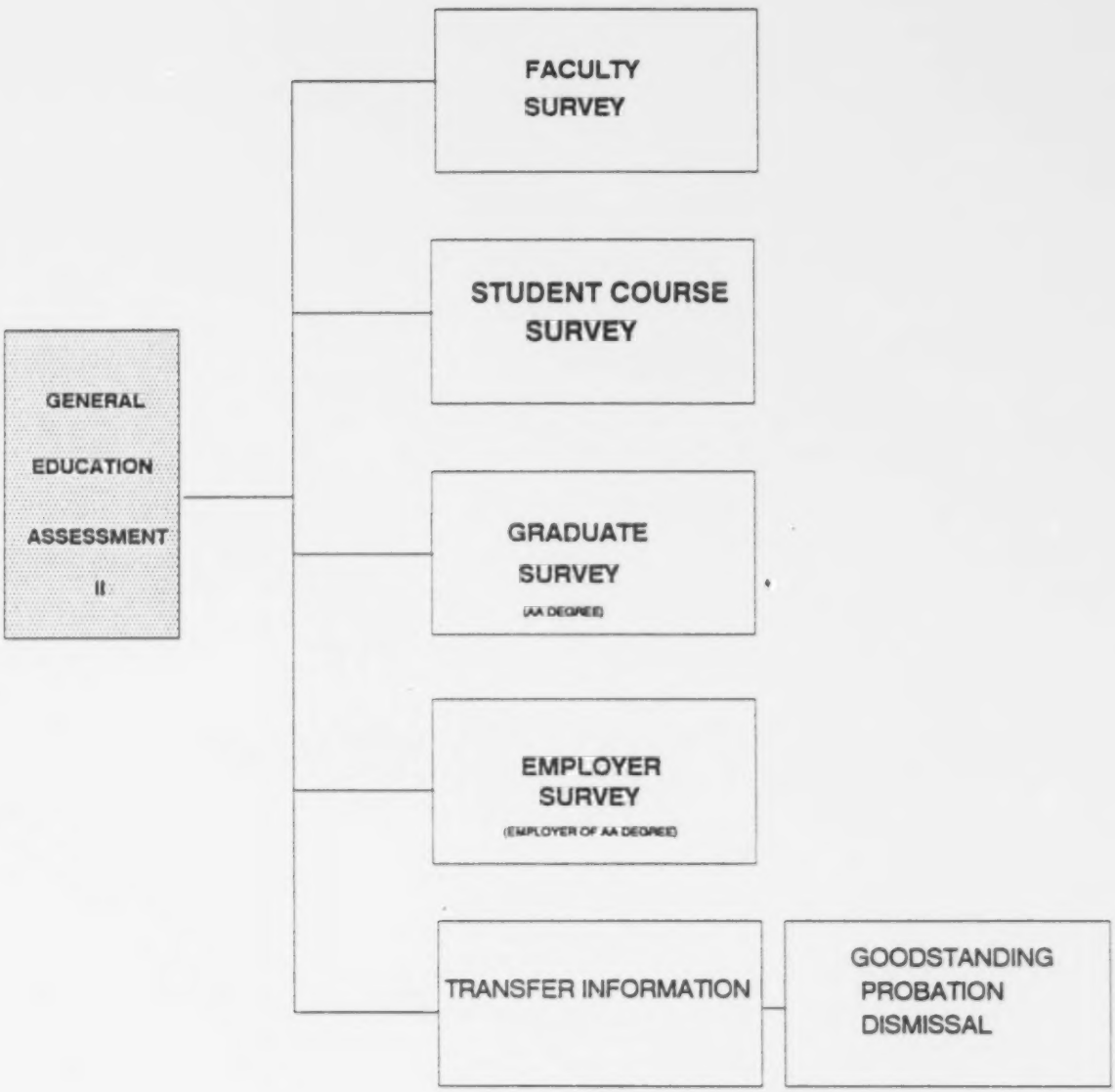
60% of the students who enrolled in fall 1991 returned in spring 1992, and 43% of the fall 1991 students returned in fall 1992.

IMPLICATIONS

The college needs to make an effort to design a tracking system to understand more about the characteristics of the students who stay with the college and students who leave the college before accomplishing their goals.

The college should use the results of the non-returning student survey (see Implications, p.56) to enhance retention rates.

INSTITUTIONAL EFFECTIVENESS INDICATORS & SOURCES



Note: 1. Roman numerals demonstrate the correlation between Long Range Goals and Institutional Effectiveness Indicators.
2. Information in the octagons demonstrate the sources.

GENED.DRW

GENERAL EDUCATION ASSESSMENT PROCESS

In 1987, the faculty of Charles County Community College approved 92 statements of values, skills or categories of knowledge to which it felt graduating students should have been exposed. This statement has since been printed in our college catalogs and appears as Appendix A.

The General Education Assessment Committee has been charged with developing procedures by which the general education values, skills, and categories of knowledge might be assessed. An outline of its activities can be found in Appendix B.

To this end the committee has proposed a five step procedure:

1. A survey of faculty who teach general education courses

2. A survey of students enrolled in those general education courses

3. A survey of graduates of all two-year programs

4. A survey of employers of graduates of two-year programs

5. Collection of information from four-year institutions about graduates who have transferred there.

To date several steps have been implemented as pilot projects.

1. The first survey of individual faculty who teach general education courses was completed in the fall of 1990. The results of this survey have undergone initial analysis to determine the extent to which individual courses address each of the values, skills, and categories of knowledge.

   A second survey of faculty was just completed in August 1992. Those faculty teaching a given general education course arrived at a consensus on each survey item. During the 1992-93 academic year the results of this second survey will be used to develop future student in-course surveys.

2. The extent to which individual courses address each of the values, skills, and categories of knowledge was determined based on responses to the first faculty survey. Students enrolled in those courses in the summer of 1992 were surveyed. The results have been compiled and are reported below. A more extensive in-course survey is planned for the 1992-93 academic year.

3. In the spring of 1992, graduates of all two-year programs were asked to complete surveys designed to determine the extent of their exposure to the 92 values, skills, and categories of knowledge during their college careers. The results obtained are reported later in this document. Annually, all graduates will be surveyed.

4. A survey of employers of FY 1990 graduates was conducted in conjunction with the Maryland State Board for Community Colleges survey of employers of graduates in the spring of 1991. Results of this survey are attached to this report. A survey of employers of our FY 1992 graduates is planned for the spring of 1993.

5. General information on the success of our students who have transferred to four-year institutions has been collected for many years. However, the information available from the four-year institutions has been inadequate for purposes of general education assessment. It is hoped that the Transfer Student System (TSS) will improve the quality and quantity of such information.

GENERAL EDUCATION ASSESSMENT
PRELIMINARY ANALYSIS OF RESULTS

SURVEY OF FACULTY

In the fall of 1990, faculty who teach courses that can be applied toward the completion of state- or college-mandated general education requirements anonymously completed a survey based on the Faculty Statement on General Education (Appendix A). As many as five faculty members who teach a given course were asked to consider, item by item, the extent to which they expose the students in that course to the values, skills, and categories of knowledge described in that statement. Average values for each item were calculated by course.

In order to develop appropriate surveys for students currently enrolled in general education courses, the average values for each item on the faculty survey of the fall of 1990 were examined by the committee. It was decided that an average value of 2.50 or greater indicated that the item was considered significant by the faculty and as such that the item should be included in the survey of students in that course.

One difficulty that was noted in the faculty survey was that for certain items in the same course, the entire spectrum of responses was given. Thus, the committee was uncertain about the reliability of the results and determined that an alternate method of surveying course instructors should be found. The second faculty survey,

conducted in the fall of 1992, answered these concerns. Faculty who teach a specific surveyed course gathered in committee and reached consensus about the extent to which they teach each of the surveyed items in that course. The committee feels certain that the results of these surveys will more accurately reflect what actually takes place in the majority of classrooms and that these results will, therefore, be more valuable in the compilation of future in-class surveys of students.

COURSE-SPECIFIC SURVEYS

In the summer semester of 1992, six courses which had sufficient enrollment to produce significant preliminary results were selected to complete in-course surveys. Because of the poor response rate from graduates when they had to respond to surveys of the 92 items of values, skills, and categories of knowledge, the committee decided to limit the number of items on any given survey in two ways:

1. The 1990 faculty survey was used to determine which items in any given course were taught either to a limited extent or with great emphasis, items which they valued as either 3 or 4 on the survey. As this first faculty survey was completed by individual faculty members who taught each course and these faculty members frequently disagreed about the amount of emphasis given to items, the results were expressed as averages. The committee decided that any item which achieved an average response of 2.50 or higher should be included on the in-course survey for that course.

2. It was decided that no student should have to complete a survey of more than 20 items. Therefore, if faculty averages indicated that more than 20 items in any one course received emphasis of greater than 2.50 value, two or more forms were created.

Results: Student responses were compared to faculty response on each item. The committee decided to consider any difference between faculty average and student average of greater than 0.5 to be significant. Any items on the student surveys which students rated lower than 2.75 were flagged. Results for the five courses are below.

In English 1010, Mathamatics 1120, Mathamatics 2300 and Biology 1020, there was a close correlation between faculty and student responses to the items surveyed. Sociology 1010 surveys also produced agreement between students and faculty on almost 90% of the items surveyed. In the three areas where there was substantial disagreement, the faculty will be reexamining the methods they are using to communicate this information to students. In Psychology 1010, there were major discrepancies between faculty and student assessments of three items. The faculty will examine these areas to determine how they might help to close the gap.

GRADUATE SURVEY

Overall results of the graduate survey indicate positive outcomes. Most of the graduates responding to the survey agreed that their courses had prepared them with the surveyed general education value, skill, or category of knowledge. The disagreement fell mainly in 13 of the 92 survey items as follows:

Survey Item	Disagreement
o Decoding from contextual clues	22%
o Functions and applications of a computer system	25%
o Hardware components of a computer system	20%
o Operation of a microcomputer	22%
o Recognizing/resolving personal conflicts	20%
o Engaging in constructive debate	20%
o Foundations of government and social organization	20%
o Ethnic, cultural, and racial groups' relations/influence	27%
o Awareness of philosophies/religions and their influence	27%
o Awareness of myths/rituals/beliefs	22%
o Basic economic principles and systems	23%
o Methodologies of natural science	22%
o Local/national/world geography	27%

Curriculum and course content is being reviewed to determine the extent to which each of these items is covered in the degree programs.

EMPLOYER SURVEY

Employers of graduates responded to a 22 item survey drawn from the faculty statement on general education. Most of the employers agreed that their employee demonstrated competency in the surveyed item. The disagreement fell mainly in 7 of the 22 survey items as follows:

Survey Item	Disagreement
o Asks pertinent questions	8%
o Presents ideas using verbal and nonverbal skills	8%
o Identifies and solves problems	8%
o Makes accurate observations and draws appropriate conclusions	12%
o Appropriately sets goals	

	and priorities	12%
o	Accepts constructive criticism	12%
o	Recognizes and resolves interpersonal conflicts	16%

It is recommended that curriculum and course content be reviewed to determine the extent to which each of these items is covered in the degree programs.

IMPLICATIONS: The preliminary results of the General Education Assessment Committee will be sent to the departments for review. Faculty will review the syllabi to ensure that they include the General Education values, skills, and categories of knowledge. If there are suggestions of ways to simplify any gen-ed components, faculty will suggest them to the General Education Committee, which will consider changes annually. In addition, competencies which the faculty considers entry-level will be jettisoned from this list. These competencies will be collected in a single document and shared with the three boards of education in the college service area, Tech Prep coordinators, college applicants, etc.

FILE NAME : C:\ACCT\GENED.WP

TRANSFER PREPARATION

The college is committed to affecting the efficient transfer of students who plan to transfer to senior institutions by the following long-range goals:

Long Range Goals

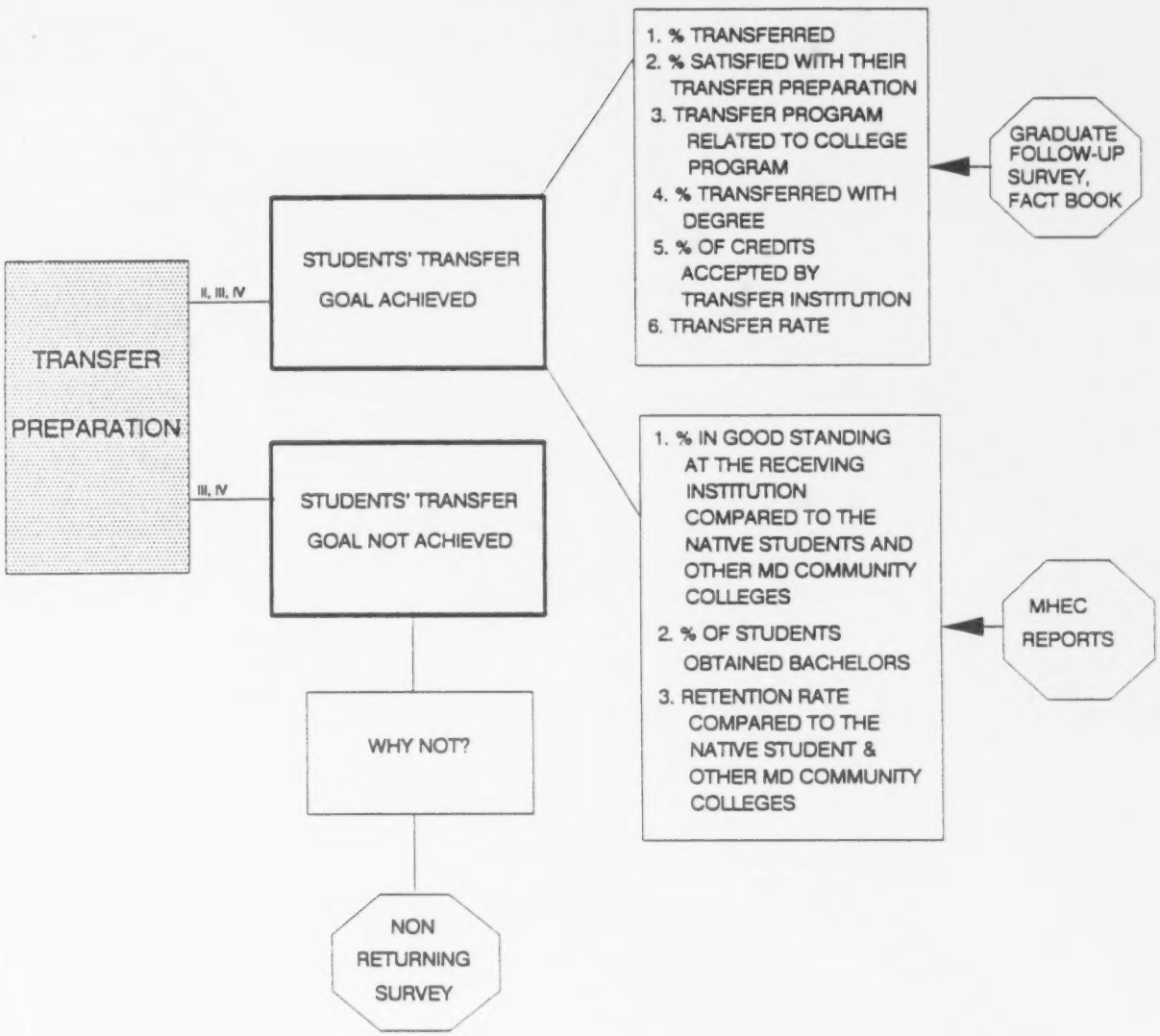
I. Providing advisement appropriate to the students' goals.

II. Evaluating and enhancing the transfer programs regularly by using Graduate Follow-Up Survey results.

III. Evaluating the status of the transfer students at the transfer institutions.

IV. Enhancing the perception of transfer preparation among students and community.

INSTITUTIONAL EFFECTIVENESS INDICATORS & SOURCES

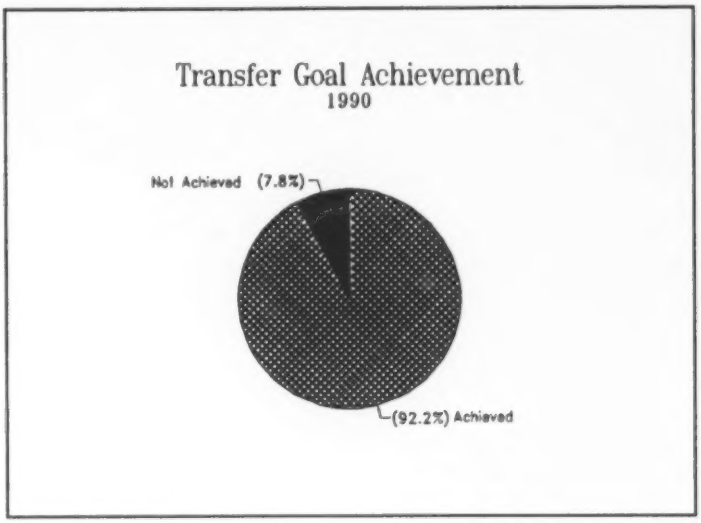

TRANSFER PREPARATION
II, III, IV
STUDENTS' TRANSFER GOAL ACHIEVED
III, IV
STUDENTS' TRANSFER GOAL NOT ACHIEVED
WHY NOT?
NON RETURNING SURVEY
1. % TRANSFERRED
2. % SATISFIED WITH THEIR TRANSFER PREPARATION
3. TRANSFER PROGRAM RELATED TO COLLEGE PROGRAM
4. % TRANSFERRED WITH DEGREE
5. % OF CREDITS ACCEPTED BY TRANSFER INSTITUTION
6. TRANSFER RATE
GRADUATE FOLLOW-UP SURVEY, FACT BOOK
1. % IN GOOD STANDING AT THE RECEIVING INSTITUTION COMPARED TO THE NATIVE STUDENTS AND OTHER MD COMMUNITY COLLEGES
2. % OF STUDENTS OBTAINED BACHELORS
3. RETENTION RATE COMPARED TO THE NATIVE STUDENT & OTHER MD COMMUNITY COLLEGES
MHEC REPORTS

Note: 1. Roman numerals demonstrate the correlation between Long Range Goals and Institutional Effectiveness Indicators.
2. Information in the octagons demonstrate the sources.

TRANSFER DRW

INDICATOR

Students' transfer goal achieved.



ANALYSIS

Ninety-two percent (59) of the 1990 graduates whose most important goal was to transfer to a four-year institution had achieved that goal, according to the 1990 Graduate Follow-up Survey. This information is not available for the prior years.

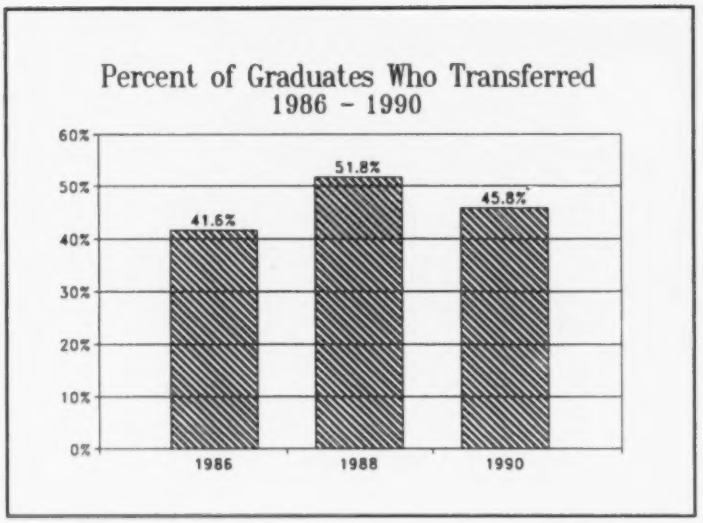
IMPLICATIONS

The most recent data from the Maryland Higher Education Commission (1987 freshman cohort) indicate that Charles County Community College had the highest transfer rate (32.1%) among Maryland community colleges.

These data will need to be tracked over a longer period of time in order to make valid inferences.

File name: tranach.wp

Table 1



INDICATOR

Students' transfer goal achieved:

Percent transferred.

ANALYSIS

Forty-six percent of the students who responded to the 1990 Graduate Follow-Up Survey reported that they had taken courses at another institution since graduating from the community college. This figure compares to 52% of the 1988 and 42% of the 1986 graduates.

Table 2

Transfer Goal Achievement by Program
1986 & 1990

	Transferred		Didn't	
	#	%	#	%
Transfer				
1990	68	75.6	22	24.4
1986	46	75.4	15	24.6
Career				
1990	21	20.6	81	79.4
1986	16	18.8	69	81.2

ANALYSIS

Table 1 includes in the transfer calculation all students, including those who graduated from career programs. Table 2, which divides students into transfer and career, shows a strong consistency in the transfer activity of both groups, with three-quarters of students in transfer programs taking courses after graduation, and one-fifth of career program students doing the same in both years of the study.

IMPLICATIONS

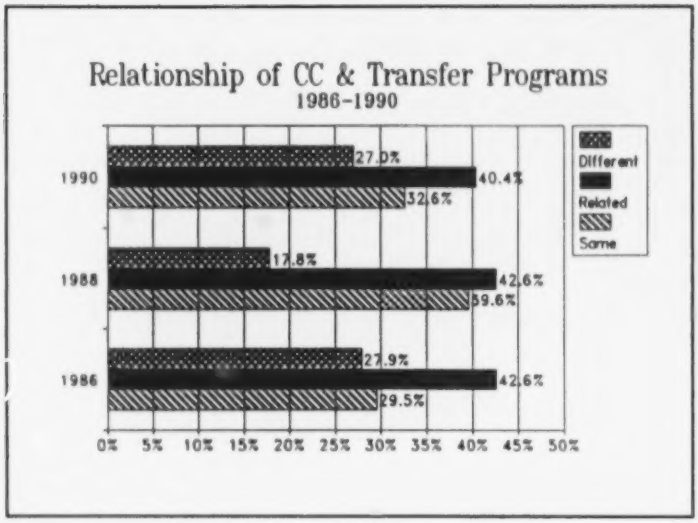
The design of career programs must acknowledge the need of these students for lifetime learning. The transfer programs should be examined to determine whether their design hindered transfer for the 25% of students, whether articulation of programs can be improved, and whether advisement needs to better address the needs of transfer students.

File name: gradtran.wp

INDICATOR

Students' transfer goal achieved:

Transfer program related to community college program.



ANALYSIS

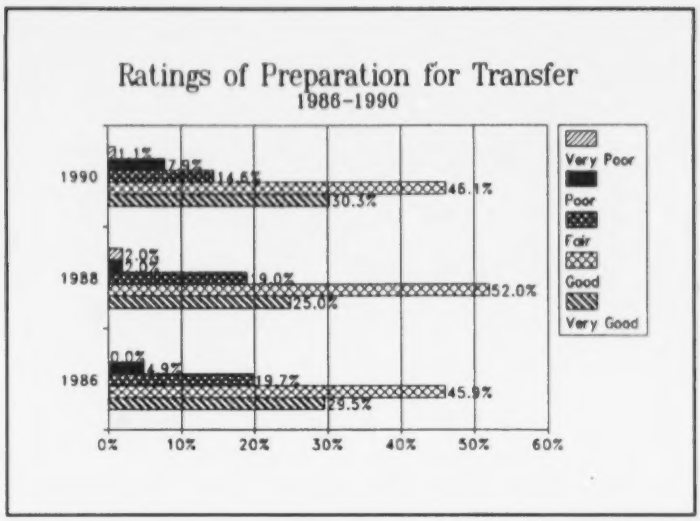
Seventy-three percent of the 1990 graduates who transferred reported that their transfer program was in a field that was the same as or related to their community college program. This compares to 82% of the 1988 and 72% of the 1986 graduates who transferred.

IMPLICATIONS

It is clear that the more focused the program the student is registered in at the community college, the more likely he/she is to see a correlation between it and the transfer program at the four-year school. Currently, General Studies is a program of choice not only for those who are unsure of an upper-level major but for those who need its flexibility to design a suitable program for transfer to a wide variety of fields and transfer institutions. However, the college should determine whether students have sufficient advisement to help them make good program choices at the community college for effective transfer.

File name: relprog.wp

Table 1



INDICATOR

Students' transfer goal achieved:

Percentage satisfied with transfer preparation.

ANALYSIS

Seventy-six percent of the 1990 graduates who transferred to another institution rated the community college's preparation for transfer as good or very good. This figure compares with 77% of the 1988 and 75% of the 1986 graduates.

Transfer Goal Achievement by Program
Table 2 - 1986 & 1990

	1990		1986	
TRANSFER	#	%	#	%
Very Good	21	30.9%	13	28.3%
Good	32	47.1%	22	47.8%
Fair	9	13.2%	9	19.6%
Poor\Very Poor	6	8.9%	2	4.3%
CAREER	#	%	#	%
Very Good	6	28.6%	5	33.3%
Good	9	42.9%	6	40.0%
Fair	4	19.0%	3	20.0%
Poor\Very Poor	2	9.5%	1	6.7%

IMPLICATIONS

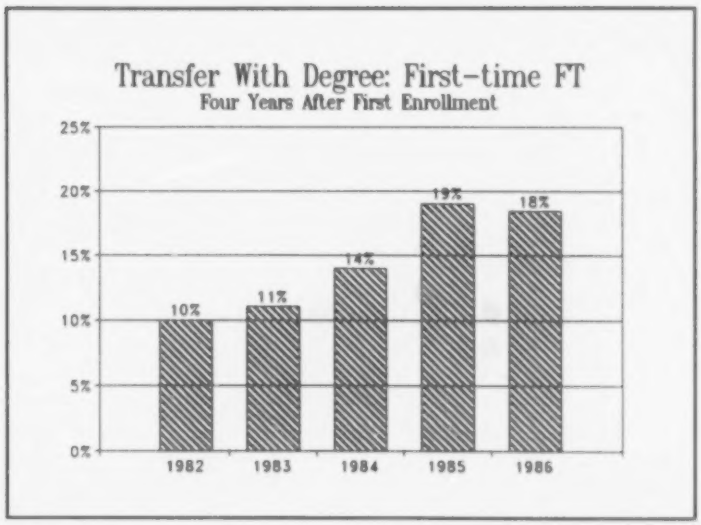
For both transfer and career students the percentage of responses of fair to poor/very poor has remained consistent at about 25%. While the actual numbers are small, this pattern is disturbing and the college should follow up to determine the source(s) of dissatisfaction.

File name: tranprep.wp

INDICATOR

Students' transfer goal achieved:

Percent transferred with degree.



ANALYSIS

Four years after first attending the community college, 18% of the 1986 first-time full-time cohort had transferred to another EIS (Enrollment Information System) institution after earning an AA or Certificate at the community college. This figure is almost the same as the 20% of 1985 entrants, and compares to 15% of the 1984 entrants, 11% of the 1983 entrants, and 10% of the 1982 entrants.

IMPLICATIONS

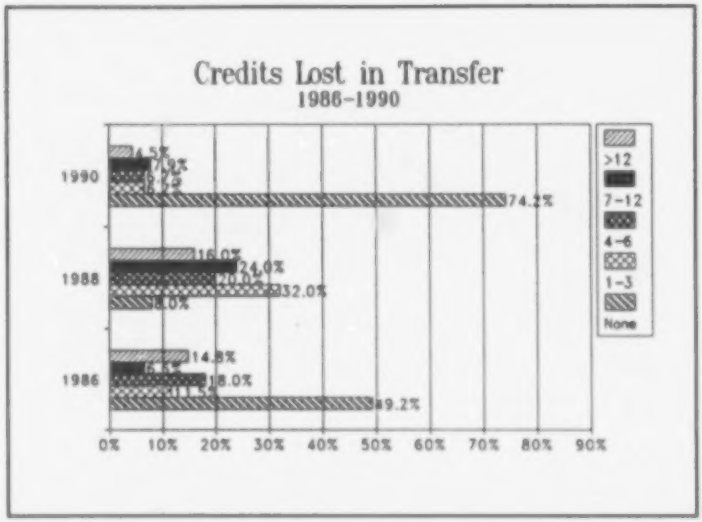
The college needs to seek ways to both increase consistently the number of the students who transfer and maximize their use of time here at the college so as to effect efficient transfer.

File name: trandegr.wp

INDICATOR

Students' transfer goal achieved:

Percent of credits accepted by transfer institution [Number of credits lost in transfer].



ANALYSIS

Seventy-four percent (66) of the 1990 graduates who transferred to another institution reported that all of their community college credits were accepted by the transfer institution. Another 21% (19) lost between one and 12 credits, and 4% (4) lost more than 12. Only 25 of the 102 1988 graduates who transferred responded to this question; 8% (2) of them said all of their credits were accepted, while 76% (19) reported losing from one to 12 credits and 16% (4) lost more than 12. In contrast, only 49% (30) of the 1986 graduates reported that all of their courses transferred; 36% (22) lost between one and 12 credits, and 15% lost more than 12 credits.

In the 1990 survey a question was added to determine the reasons courses with "C" or better were <u>not</u> accepted at the transfer institutions. Twenty-six percent (23) of the students reported that they had lost credits when they transferred. Of these, 4% (1) changed major, and 52% (12) earned more than 60 credits at CCCC. Seventy percent (16) of the students indicated that credits were not accepted at the transfer college because no comparable course was given there. Thirty percent (7) of the transfer students mentioned other reasons in addition to the reasons listed in the questionnaire.

IMPLICATIONS

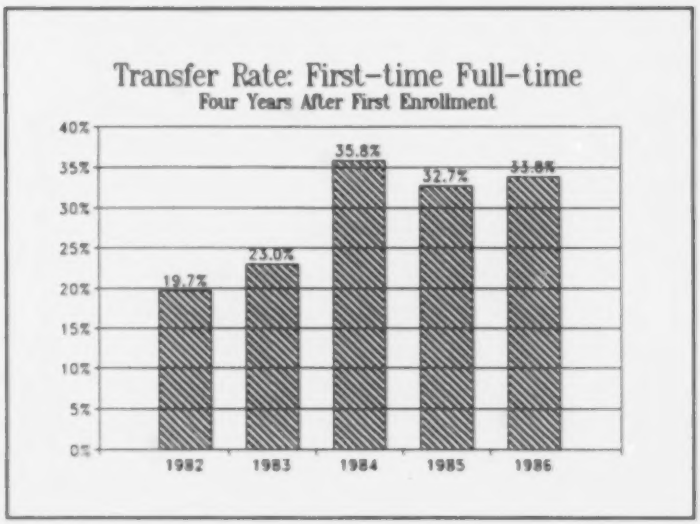
The 1986 and 1988 data are of little consequence since the rewording of the 1990 survey yielded clearer answers. The 1990 survey suggests that all students need easy access to ARTSYS so that their transfer information is accurate. College programs should, where possible, be limited to 60 credits.

File name: credlost.wp

INDICATOR

Students' transfer goal achieved:

Transfer rate.



ANALYSIS

Four years after they entered the community college, 34% of the 1986 first-time full-time cohort had transferred to another EIS (Enrollment Information System) institution, either before or after graduating from the community college. This figure compares to 33% of 1985, 36% of 1984, 23% of 1983, and 20% of 1982 first-time full-time students.

IMPLICATIONS

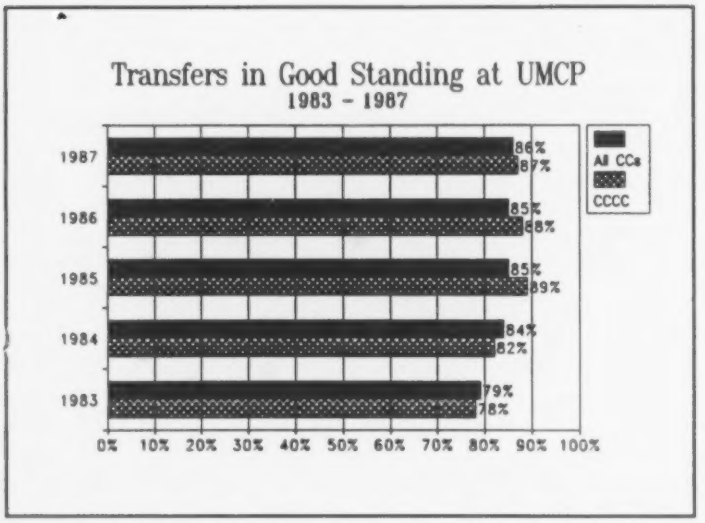
The college has the highest transfer rate in the state.
In order to maintain transfer as a priority in the mind of the student, publications, advisement, course and program design should speak to the needs of the workplace for lifelong learning.

File name: transfer.wp

INDICATOR

Students' transfer goal achieved:

Percent in good standing at the receiving institution compared to native students and other Maryland community colleges' students.



ANALYSIS

The only information currently available for this indicator is the percentage of CCCC and other Maryland community college transfers to UMCP who were in good standing from 1983 to 1987. In 1983 and 1984, CCCC transfers were not doing as well as were community college transfers overall (78% and 82% compared to 79% and 84%). From 1985 to 1987, although the proportion of CCCC transfers in good standing dropped by a percentage point each year (from 89% to 87%) while the overall community college percentage increased (from 85% to 86%), a greater proportion of CCCC than all community college transfers were in good standing at UMCP.

IMPLICATIONS

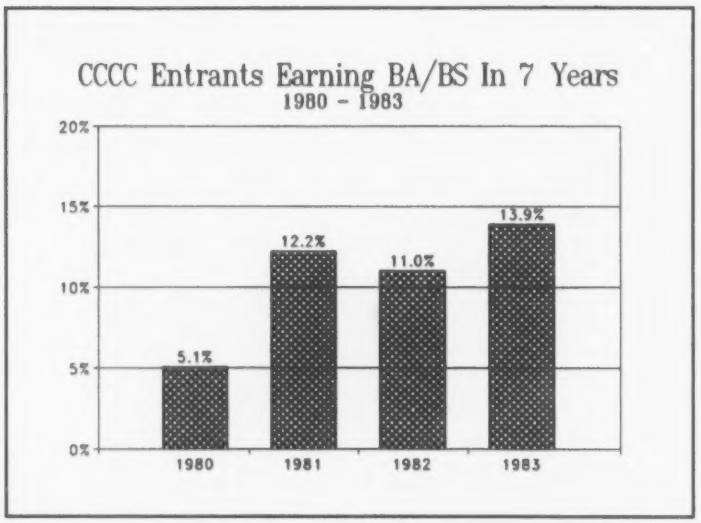
There needs to be more recent and more complete data from MHEC before the college can make valid inferences about student performance.

File name: umcpstnd.wp

INDICATOR

Students' transfer goal achieved:

Percent of entrants obtaining bachelor's degree within seven years.



ANALYSIS

The percentage of first-time full-time Charles County Community College entrants who obtained a bachelor's degree within seven years of entering the community college nearly tripled between the 1980 and 1983 cohorts. Most of this increase occurred between the 1980 (5%) and 1981 (12%) entrants.

IMPLICATIONS

These numbers should increase as the college continues to broker with institutions to make available bachelors' degrees in Southern Maryland. Currently, UMAB, UMUC and Capitol College have articulated bachelor's programs with CCCC and offer accessible courses in the region. The growing popularity of telecourse instruction should also help to increase these percentages. It is clear that more brokering needs to be negotiated.

File name: bachdeg.wp

EMPLOYMENT AND ECONOMIC DEVELOPMENT

The college intends to promote regional employment and economic development by the following long-range goals:

Long Range Goals

I. Contributing to an effective work force.

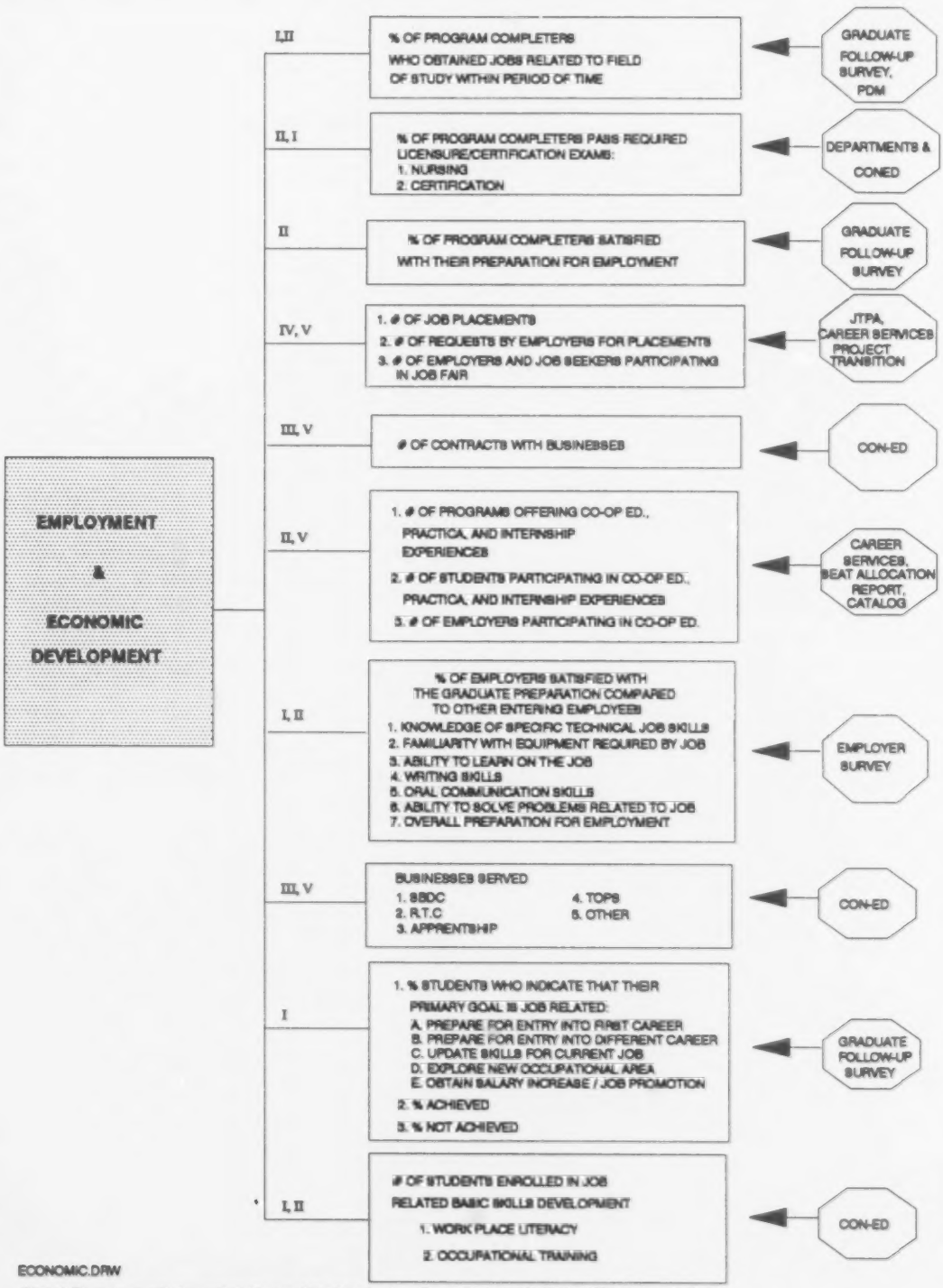
II. Providing career programs and appropriate training.

III. Supporting small business development.

IV. Assisting graduates with job placement.

V. Collaborating with local employers and related agencies to assure that local labor market needs are met.

INSTITUTIONAL EFFECTIVENESS INDICATORS & SOURCES

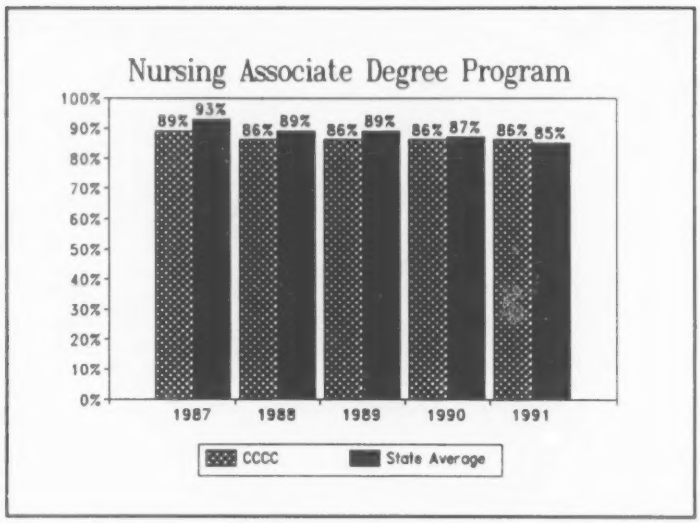

EMPLOYMENT & ECONOMIC DEVELOPMENT
I,II
% OF PROGRAM COMPLETERS WHO OBTAINED JOBS RELATED TO FIELD OF STUDY WITHIN PERIOD OF TIME
GRADUATE FOLLOW-UP SURVEY, PDM
II, I
% OF PROGRAM COMPLETERS PASS REQUIRED LICENSURE/CERTIFICATION EXAMS:
1. NURSING
2. CERTIFICATION
DEPARTMENTS & CONED
II
% OF PROGRAM COMPLETERS SATISFIED WITH THEIR PREPARATION FOR EMPLOYMENT
GRADUATE FOLLOW-UP SURVEY
IV, V
1. # OF JOB PLACEMENTS
2. # OF REQUESTS BY EMPLOYERS FOR PLACEMENTS
3. # OF EMPLOYERS AND JOB SEEKERS PARTICIPATING IN JOB FAIR
JTPA, CAREER SERVICES PROJECT TRANSITION
III, V
OF CONTRACTS WITH BUSINESSES
CON-ED
II, V
1. # OF PROGRAMS OFFERING CO-OP ED., PRACTICA, AND INTERNSHIP EXPERIENCES
2. # OF STUDENTS PARTICIPATING IN CO-OP ED., PRACTICA, AND INTERNSHIP EXPERIENCES
3. # OF EMPLOYERS PARTICIPATING IN CO-OP ED.
CAREER SERVICES, SEAT ALLOCATION REPORT, CATALOG
I, II
% OF EMPLOYERS SATISFIED WITH THE GRADUATE PREPARATION COMPARED TO OTHER ENTERING EMPLOYEES
1. KNOWLEDGE OF SPECIFIC TECHNICAL JOB SKILLS
2. FAMILIARITY WITH EQUIPMENT REQUIRED BY JOB
3. ABILITY TO LEARN ON THE JOB
4. WRITING SKILLS
5. ORAL COMMUNICATION SKILLS
6. ABILITY TO SOLVE PROBLEMS RELATED TO JOB
7. OVERALL PREPARATION FOR EMPLOYMENT
EMPLOYER SURVEY
III, V
BUSINESSES SERVED
1. SBDC
2. R.T.C
3. APPRENTISHIP
4. TOPS
5. OTHER
CON-ED
I
1. % STUDENTS WHO INDICATE THAT THEIR PRIMARY GOAL IS JOB RELATED:
A. PREPARE FOR ENTRY INTO FIRST CAREER
B. PREPARE FOR ENTRY INTO DIFFERENT CAREER
C. UPDATE SKILLS FOR CURRENT JOB
D. EXPLORE NEW OCCUPATIONAL AREA
E. OBTAIN SALARY INCREASE / JOB PROMOTION
2. % ACHIEVED
3. % NOT ACHIEVED
GRADUATE FOLLOW-UP SURVEY
I, II
OF STUDENTS ENROLLED IN JOB RELATED BASIC SKILLS DEVELOPMENT
1. WORK PLACE LITERACY
2. OCCUPATIONAL TRAINING
CON-ED

ECONOMIC.DRW

Note: 1. Roman numerals demonstrate the correlation between Long Range Goals and Institutional Effectiveness Indicators.
2. Information in the octagons demonstrate the sources.

BEST COPY AVAILABLE

INDICATOR Percent of program completers pass required licensure exams in nursing.



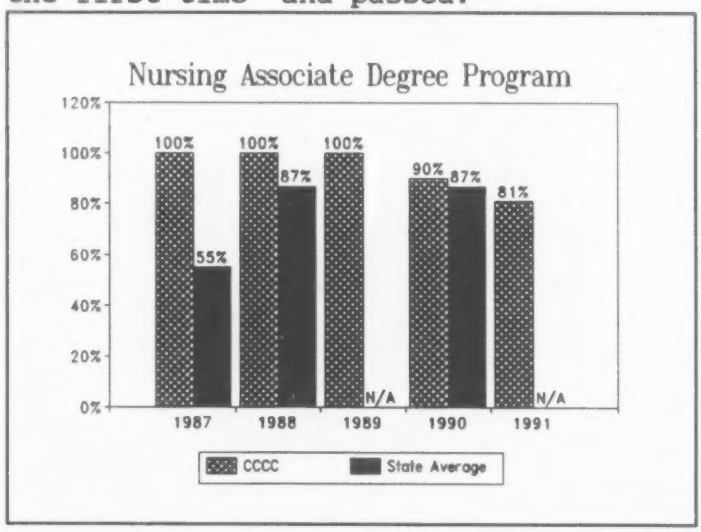
ANALYSIS

The proportion of the registered nursing students who have passed the licensure exam has declined by three percentage points, from 89% to 86% and stayed the same thereafter. In 1991, the proportion of CCCC students who passed the licensure exam increased by one percentage point above the statewide average. In contrast, from 1986 to 1989, 100% of the practical nursing students passed the nursing exam; the proportion declined to 81% in 1991. For the past few years where state data were available, CCCC students have passed their licensure exams with higher rates than the state average.

Note: Please see appendix 1 for number of candidates who took the state licensure exam for the first time and passed.

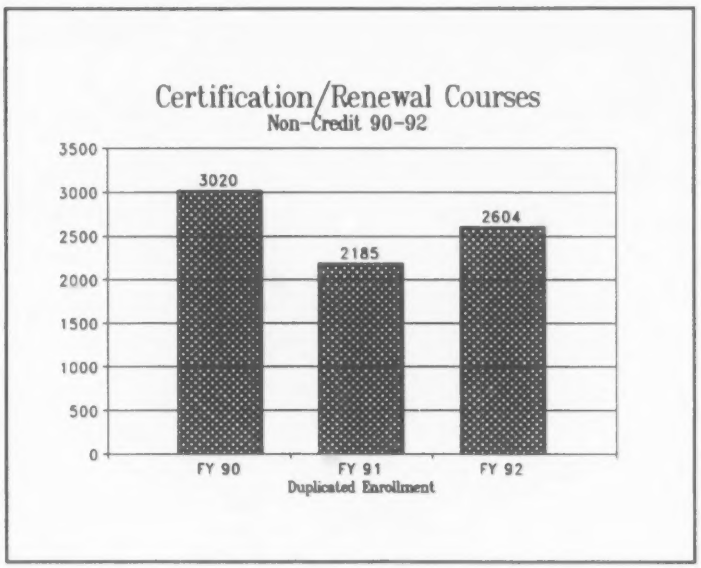
IMPLICATIONS

It is expected that in the future the performance of the nursing students will be improved greatly with the new state-of-the-art equipment that is available to them.



INDICATOR

Students who were enrolled for certification.



ANALYSIS

Certification/renewal course enrollment increased from FY 1991 data, but has not returned to the FY 1990 level. A major contributing factor to this is the decline during FY 1991 of enrollments for real estate agents and the demise of the Asbestos Removal program.

IMPLICATIONS

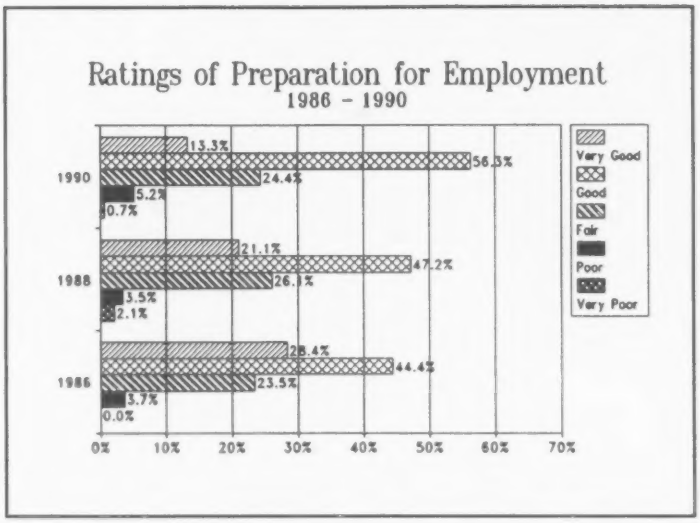
The noted increase in FY 1992 will continue into FY 1993 due to the increase in the number of Truck Driving course enrollments, Maryland Center for Environmental Training, and Real Estate. These programs should continue to be marketed and promoted to respond to the needs of the local employers and skills demand of the labor market.

Note: These figures are compiled from various discipline areas such as: Insurance; Early Childhood; Office of Education and Addiction Training Services' Drug Counseling; Maryland Center for Environmental Training; Real Estate; Truck Driving; Asbestos Removal; Swimming Pool/Spa Operator; Lifeguard Training; Scuba; and Health occupations such as CPR/Instructor Training, Geriatric Aide Assistant, Medicine Aide/ Updates, First Aid/Instructor Training, Nurse Refresher, Techniques of Alcohol Management Seminars, and training for Emergency Medical Technicians.

ACCT\CERTIF.WP

INDICATOR

Percent of program completers who are satisfied with their preparation for employment.



ANALYSIS

Seventy percent of the 1990 graduates who were employed at the time of the Graduate Follow-up Survey rated their preparation for employment as good or very good. This figure compares to 68% of the 1988 and 73% of the 1986 graduates. More Career students in 1990 (78%) and 1986 (79%) rated their preparation for employment as good or very good compared to transfer students (54%).

Rating of Employment Preparation by Program Type					
	Very poor	Poor	Fair	Good	Very good
Transfer:					
1990	0 (0%)	4 (8%)	18 (38%)	22 (46%)	4 (8%)
1986	0 (0%)	2 (9%)	8 (36%)	7 (32%)	5 (23%)
Career:					
1990	1 (1%)	3 (3%)	15 (17%)	54 (62%)	14 (16%)
1986	0 (0%)	1 (2%)	11 (19%)	28 (48%)	18 (31%)

IMPLICATIONS

The college staff will continue to build stronger networks with the business community through surveys, cooperative education, job development and TOPS 2000 to ensure college programs and courses meet the needs of both the workplace and college graduates. Cooperative education and job development experiences will be expanded to more programs and employers.

File name: EMPPREP.WP
File name: TABLE.WP

INDICATOR

1. Number of programs offering Co-op Ed., practical, and internship experiences.
2. Number of students participating in Co-op Ed., practical, and internship experiences.
3. Number of employers participating in Co-op Ed.

JOB FAIR

Year	Employers	Job Seekers
1989	80	1,500
1990	57	900
1991	40	1,125

COOPERATIVE EDUCATION

Year	# of Programs	Students Enrolled	Employers
1989	4	24	21
1990	12	61	49
1991	15	71	52

CAREER SERVICES

Year	Job Placement	Students Requesting Placement	% Students Received Jobs
1990	234	329	71%
1991	207	400	52%

ANALYSIS

Job Fair: The weak economy has caused a 50% decrease in the number of employer participants and, between 1990 and 1991, an increase of 25% in the number of job seekers.

Career Services: One hundred percent of the students who requested jobs were referred for job placement. In 1990, 329 students requested jobs and 234 (71%) of them became employed. In 1992, 400 students requested jobs and 207 (52%) of them became employed. The above table reflects only the students who notified the college that they have been employed.

IMPLICATIONS

Job Fair: Until the economy is stronger and the unemployment rate is lower, this trend is likely to continue. Perhaps the college should seek other mechanisms to assist job seekers.

Cooperative Education: Cooperative education is available in most academic programs and, as the economy improves, the number of enrolled students should increase significantly.

Career Services: The college has developed a job placement system and has emphasized job development. However, the unemployment rate rose significantly in Southern Maryland during 1991 and 1992; those without job experience were generally kept out of the workforce.

The college needs a better mechanism for gathering information on students' employment.

ACCT\JOB.WP

INDICATOR Contracts with Business

Contracts with Business

	Business & Industry	Credit	General Occupations	Technical Training
1990	40	5	18	17
1991	46	5	24	23

DEFINITION

The four categories above include the following course disciplines:

Business & Industry: BAD, CDP, OFC
Credit: DMD, ENG, HMS, HTH, SPH
General Occupations: ECE, HTH, OCC
Technical Training: CWP, MMS, MWO, PAT, TEC

ANALYSIS

There has been a 22% increase in the number of companies served through contract training. The growth has occurred in the occupational and technical areas reflecting the impact of technological advances on the skill needs of the labor force.

IMPLICATIONS

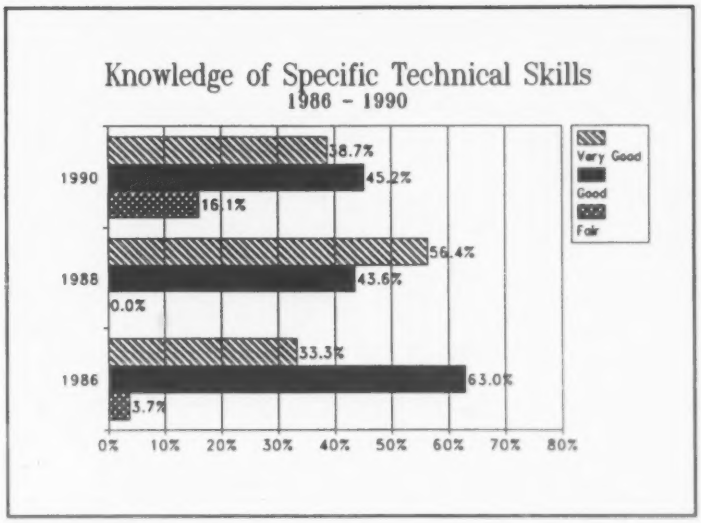
The college will increase efforts to market the needs of the business community to the college and assist the college in developing responses to these needs through the TOPS 2000 initiative. The construction of the Center for Business and Industry will offset or increase in contract training with local employers.

CONTRACT.WP

INDICATOR

Percent of employers satisfied with graduates' preparation compared to other entering employees:

Knowledge of specific technical job skills.



ANALYSIS

Eighty-four percent (26) of the employers of 1990 graduates rated their employees' knowledge of specific technical job skills as good or very good. This compares with 100% (39) of the 1988 and 96% (26) of the 1986 graduates' employers. Of the 1990 graduates, 80% (4) of the transfer graduates, 85% (17) of career AA graduates and 83% (5) of certificate graduates were rated by their employers as having good or very good preparation for employment. These data are not available for 1988 and 1986 graduates.

IMPLICATIONS

The following implications are valid for the next six indicators.

Employers' lower than average perception of Charles County Community College graduates compared to comparable institutions around the state suggests the college will:

1) Review the data sample to determine if the sample is so small that small changes can effect substantial changes in the data making the results misleading.

2) Through increased efforts of the career center, TOPS 2000 and DACUM, ensure that college programs address the needs of related fields of work.

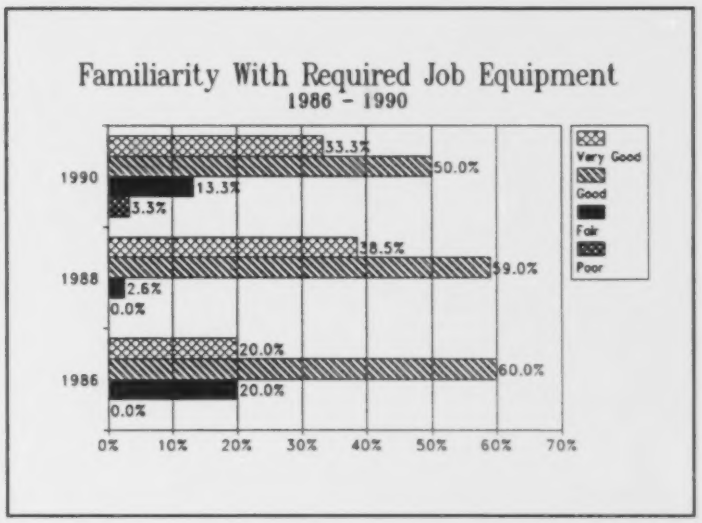
The college programs will continue to include the general education courses which enable students to continue to learn on the job, a skill necessary for the work force of today.

File name: skills.wp

INDICATOR

Percent of employers satisfied with graduates' preparation compared to other entering employees:

Familiarity with equipment required by the job.



ANALYSIS

Eighty-three percent of the employers of 1990 graduates rated their familiarity with equipment required by their job as good or very good. This compares with 97% (38) of the 1988 and 80% (20) of the 1986 graduates' employers. The 1990 graduates of career programs who were evaluated by their employers, 88% (22) were rated as good or very good compared to 60% (3) of the graduates of transfer programs.

IMPLICATIONS

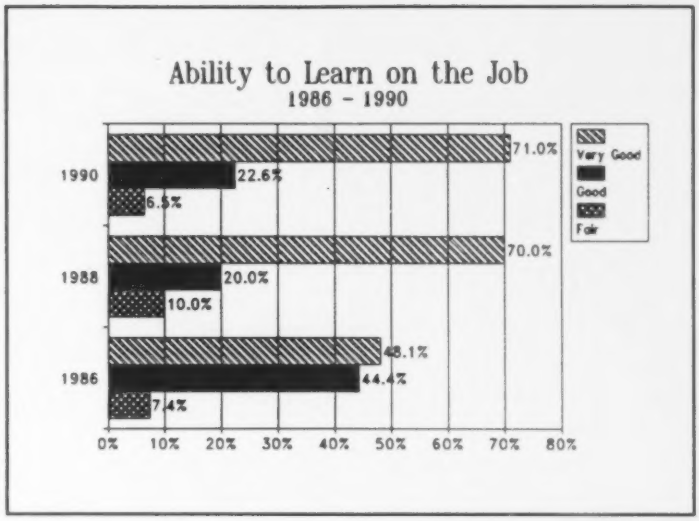
Few courses in transfer programs are intended to develop the graduates' proficiency in using job-related equipment. In career programs, degree and certificate, the ability to use job-related equipment is critical. In the future we should compare the trends for career students. If the trend is negative we need to determine the specific programs from which employers were dissatisfied with graduates and initiate curricular changes.

EQUIPMNT.WP

INDICATOR

Percent of employers satisfied with graduates' preparation for employment compared to other entering employees:

Ability to learn on the job.



ANALYSIS

Ninety-four percent (29) of the employers of 1990 graduates rated their employees' ability to learn on the job as good or very good. This compares to 90% (36) of the employers of 1988 graduates, and 93% (25) of the 1986 graduates' employers. The 1990 graduates who were evaluated by their employers as good or very good included 83% (5) of the transfer graduates, 95% (19) of the career AA graduates, and 100% (5) of the certificate graduates. These data are not available for the 1988 and 1986 graduates.

IMPLICATIONS

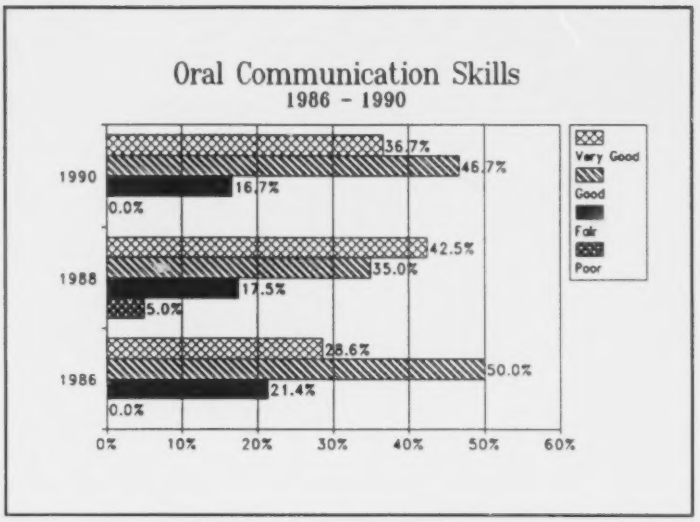
Please see page 88.

File name: learn.wp

INDICATOR

Percent of employers satisfied with graduates' preparation compared to other entering employees:

Oral communication skills.



ANALYSIS

Eighty-four percent (25) of the employers of 1990 graduates rated their employees' oral communication skills as good or very good. This compares with 78% (31) of the 1988 and 79% (22) of the 1986 graduates' employers. The 1990 graduates who were evaluated by their employers as good or very good included 83% (5) of the transfer graduates, 88% (16) of the career AA graduates, and 100% (4) of the certificate graduates. These data are not available for the 1988 and 1986 graduates.

IMPLICATIONS

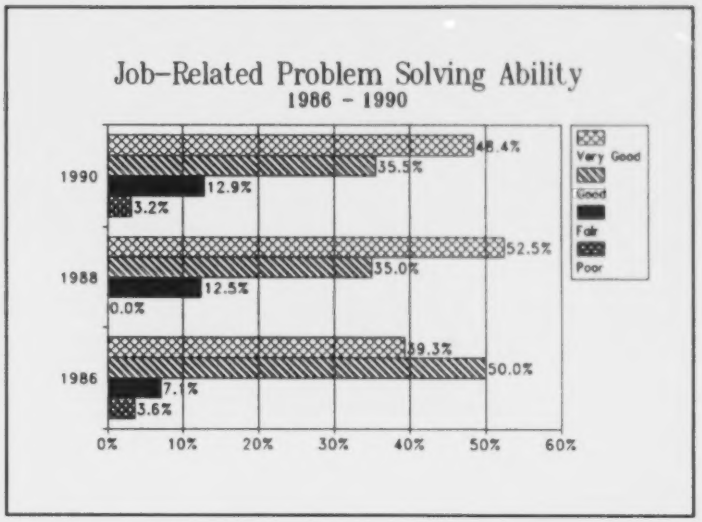
Please see page 88.

File name: oralcomm.wp

INDICATOR

Percent of employers satisfied with graduates' preparation compared to other entering employees:

Ability to solve problems related to the job.



ANALYSIS

Eighty-four percent (26) of the employers of 1990 graduates rated their employees' ability to solve problems related to their job as good or very good. This compares to 88% (35) of the 1988 and 89% (25) of the 1986 graduates' employers. The 1990 graduates who were evaluated by their employers as good or very good included 84% (5) of the transfer graduates, 85% (17) of the career AA graduates, and 80% (4) of the certificate graduates. These data are not available for the 1988 and 1986 graduates.

IMPLICATIONS

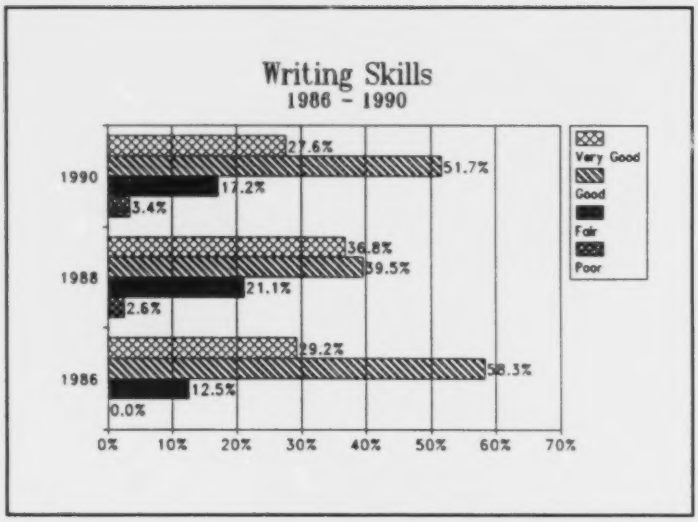
Pleas see page 88.

File name: problems.wp

INDICATOR

Percent of employers satisfied with graduates' preparation compared to other entering employees:

Writing skills.



ANALYSIS

Seventy-nine percent (23) of the employers of 1990 graduates rated their employees' writing skills as good or very good. This number compares with 76% (29) of the 1988 and 88% (21) of the 1986 graduates' employers. The 1990 graduates who were evaluated by their employers as good or very good included 80% (3) of the transfer graduates, 90% (18) of the career AA graduates, and 50% (2) of the certificate graduates. These data are not available for the 1988 and 1986 graduates.

IMPLICATIONS

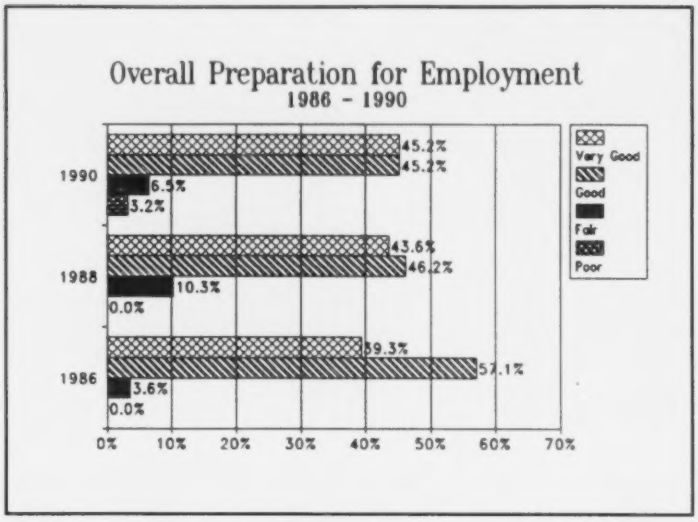
Please see page 88.

File name: writing.wp

INDICATOR

Percent of employers satisfied with graduates' preparation for compared to other entering employees:

Overall preparation for employment.



ANALYSIS

Ninety percent (28) of the employers of 1990 graduates rated their overall preparation for employment as good or very good. This figure compares with 90% (35) of the 1988 and 96% (27) of the 1986 graduates' employers. The 1990 graduates who were evaluated by their employers as good or very good included 84% (5) of the transfer graduates, 90% (18) of the career AA graduates, and 100% (5) of the certificate graduates. These data are not available for the 1988 and 1986 graduates.

IMPLICATIONS

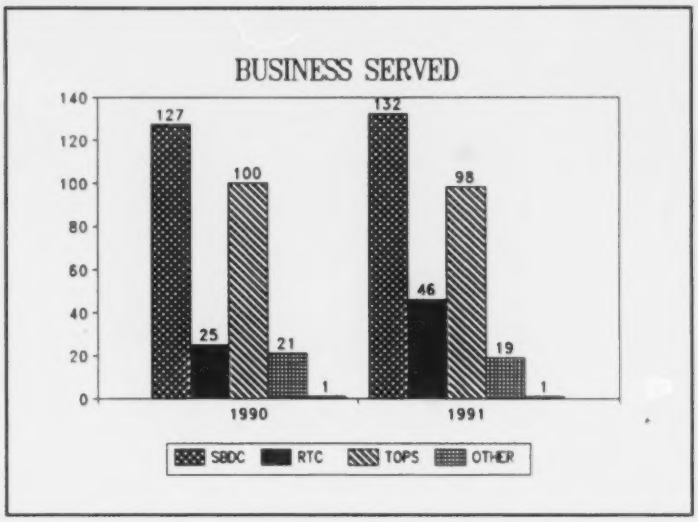
Please see page 88.

File name: overall.wp

INDICATOR
Number of businesses served.

ANALYSIS

There was an 8% increase in businesses served by the Charles County Community College between 1990 and 1991. This increase is related to a 4% increase in businesses served by the SBDC and a 84% increase in businesses served by the RTC.



IMPLICATIONS

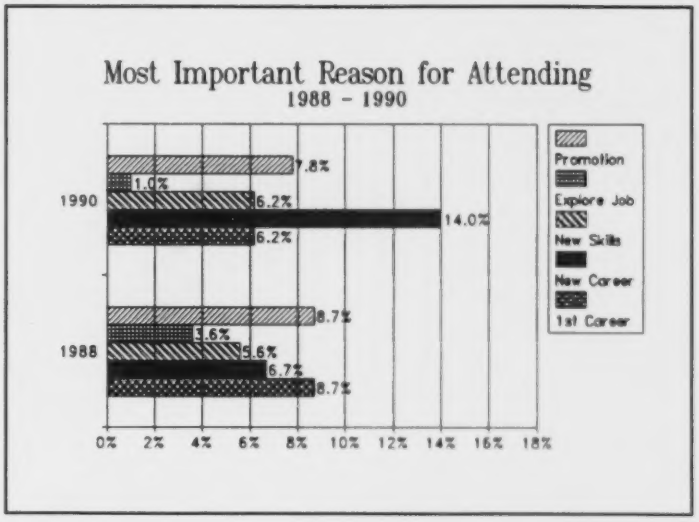
The TOPS 2000 program has increased its efforts to serve more employers through customized training. The SBDC should continue to increase services to businesses, as will the RTC and the course managers. Service to business will be greatly enhanced by the development of the Center for Business and Industry.

Note: This information is not documented by JTN.

C:\ACCT\BUSERVE.WP

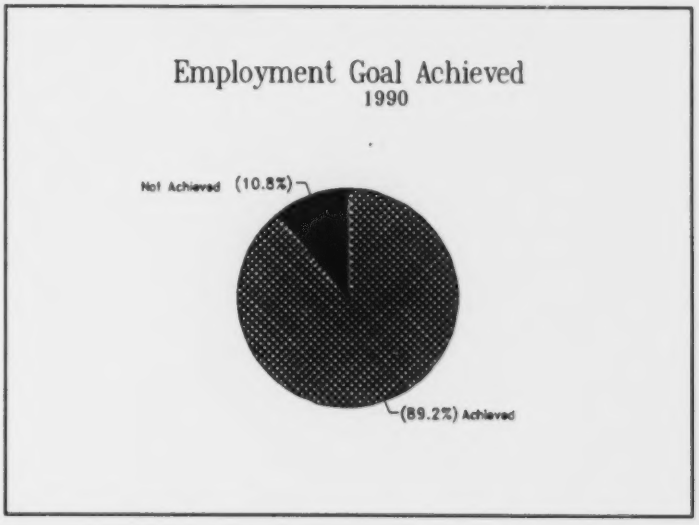
INDICATOR

Percentage of students who report that their primary goal is job-related who achieved that goal.



ANALYSIS

A) Thirty-five percent (68) of the 1990 graduates reported that their most important reason for attending the community college was job-related, compared to 33% of the 1988 graduates. Data are not reported for the 1986 graduates.



B) Of the graduates whose most important goals were job-related, 89% (58) of the 1990 graduates reported having achieved those goals. This information is not available for 1988 and 1986.

IMPLICATIONS

The cooperative education program will be expanded to include other programs and job development efforts will be expanded to assist students obtain their career goals.

File name: empach.wp

INDICATOR

Number of non-credit students enrolled in job related basic skills development.

Occupational Training

	Business & Industry	General Occupations	Technical Training	Total
1987	1,111	1,810	711	3,632
1988	2,702	2,179	1,057	5,938
1989	2,703	2,428	1,110	6,241
1990	3,505	2,500	1,200	7,205
1991	2,408	2,482	1,292	6,182

DEFINITION

The three categories above include the following disciplines:

Business & Industry: BAD, BUS, CDP, OFC, REL
General Occupations: ECE, HTH, NUR, OCC, PED, PLC, SEC
Technical Training: CWP, ELT, MMS, MWO, PAT, TEC

ANALYSIS

Up until 1990 there was a consistent increase in the numbers of students enrolled in basic skills development courses. In 1991 there was a 14% decrease, due almost entirely to decreases in Business and Industry course enrollments.

IMPLICATIONS

Declines in the numbers of registrations does not reflect a decline in the number of students, rather a shift in the format for more comprehensive courses. The courses will continue to be offered as changed. These figures continue to reflect the increased need for a workforce which has better basic skills.

NURSING ASSOCIATE DEGREE PRGRAM
PASSED STATE LICENSING EXAMINATION

YEAR	# OF CANDIDATES	# PASSED STATE EXAMINAION	% PASSED STATE EXAMINATION
1987	38	34	89%
1988	36	31	86%
1989	35	30	86%
1990	35	30	86%
1991	44	38	86%

PRACTICAL NURSING PRGRAM
PASSED STATE LICENSING EXAMINATION

YEAR	# OF CANDIDATES	# PASSED STATE EXAMINAION	% PASSED STATE EXAMINATION
1987	10	10	100%
1988	6	6	100%
1989	10	10	100%
1990	20	18	90%
1991	16	13	81%

STUDENT INVOLVEMENT, COMMUNITY INVOLVEMENT AND CULTURAL ACTIVITIES

As a county supported institution, the college is committed to serving community as well as student needs by the following long-range goals:

Long Range Goals

I. Organizing activities and special events.

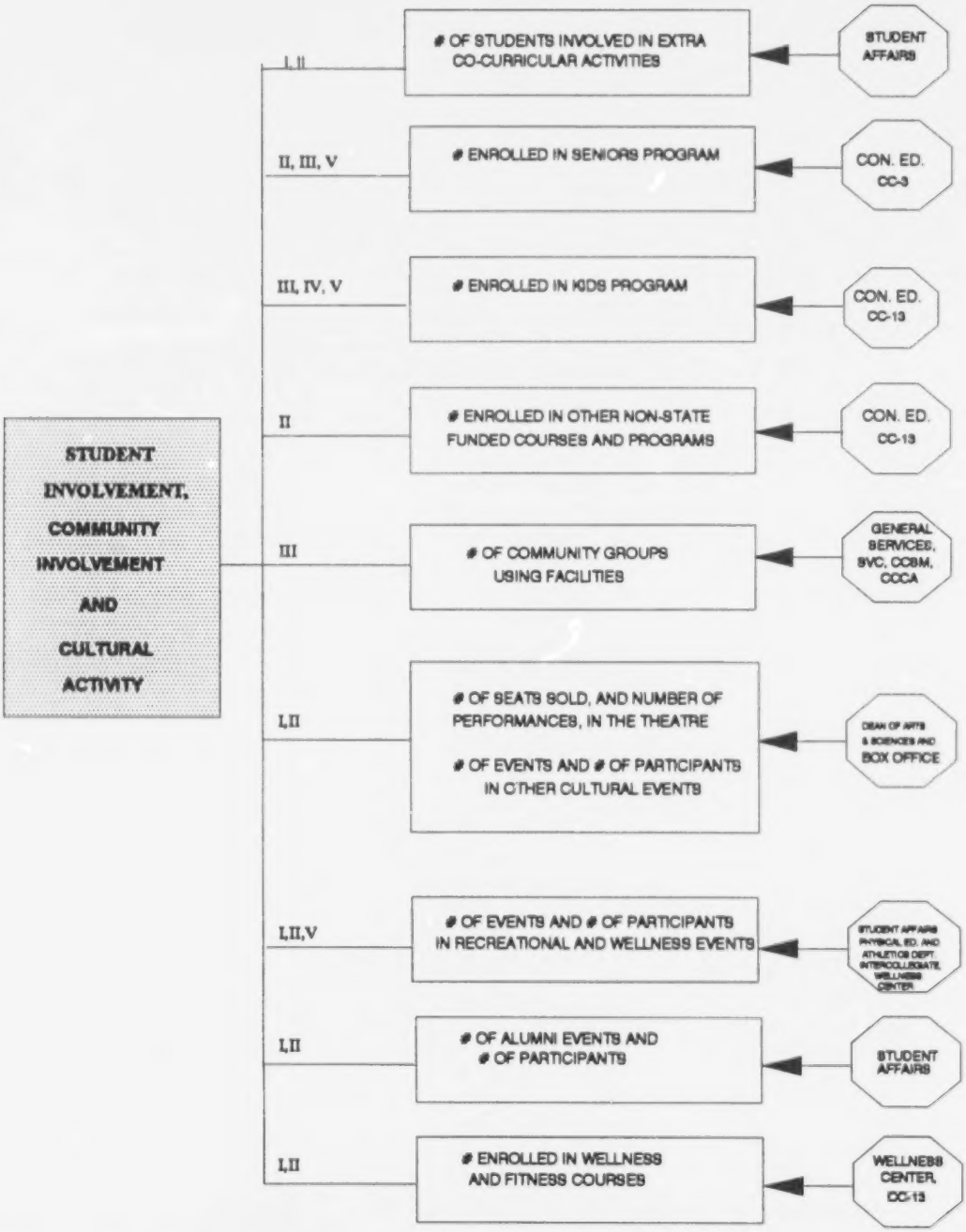
II. Exposing all age groups in the community to creative, recreational, athletic, social, academic, and leadership experiences.

III. Providing facilities for local organizations' use.

IV. Involvement with public school systems, state and local agencies.

V. Involvement with community organizations.

INSTITUTIONAL EFFECTIVENESS INDICATORS & SOURCES


STUDENT INVOLVEMENT, COMMUNITY INVOLVEMENT AND CULTURAL ACTIVITY
I, II
OF STUDENTS INVOLVED IN EXTRA CO-CURRICULAR ACTIVITIES
STUDENT AFFAIRS
II, III, V
ENROLLED IN SENIORS PROGRAM
CON. ED. CC-3
III, IV, V
ENROLLED IN KIDS PROGRAM
CON. ED. CC-13
II
ENROLLED IN OTHER NON-STATE FUNDED COURSES AND PROGRAMS
CON. ED. CC-13
III
OF COMMUNITY GROUPS USING FACILITIES
GENERAL SERVICES, SVC, CCBM, CCCA
I,II
OF SEATS SOLD, AND NUMBER OF PERFORMANCES, IN THE THEATRE
OF EVENTS AND # OF PARTICIPANTS IN OTHER CULTURAL EVENTS
DEAN OF ARTS & SCIENCES AND BOX OFFICE
I,II,V
OF EVENTS AND # OF PARTICIPANTS IN RECREATIONAL AND WELLNESS EVENTS
STUDENT AFFAIRS PHYSICAL ED. AND ATHLETICS DEPT. INTERCOLLEGIATE, WELLNESS CENTER
I,II
OF ALUMNI EVENTS AND # OF PARTICIPANTS
STUDENT AFFAIRS
I,II
ENROLLED IN WELLNESS AND FITNESS COURSES
WELLNESS CENTER, CC-13

Note: 1. Roman numerals demonstrate the correlation between Long Range Goals and Institutional Effectiveness Indicators.
2. Information in the octagons demonstrate the sources.

COMMUNIT.DRW

TO BE COMPLETED OVER THE NEXT YEAR
(1993-1994)